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ABSTRACT

The career education activities in the guide are intended to be integrated with the school curriculum at the sixth grade level. These activities are designed to help elementary children become more aware of the world of work and may be used selectively according to class needs and capabilities. A career education philosophy, how to use the guide, concepts to develop (grades K-6), and intermediate (grades 4-6) objectives are outlined. Sixth grade career education activities are organized as they relate to 10 personal and world-of-work oriented objectives. Units are provided in the subject areas of art, language arts, math, science, and social studies. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes making murals, reading riddles, record keeping, displays, building model plans, discussions, field trips, class reports, map making, singing songs, and describing jobs. Guidelines for resource people, field trips, and interviewing intermediate grades, and a suppliers' address list are appended. (Author/NH)

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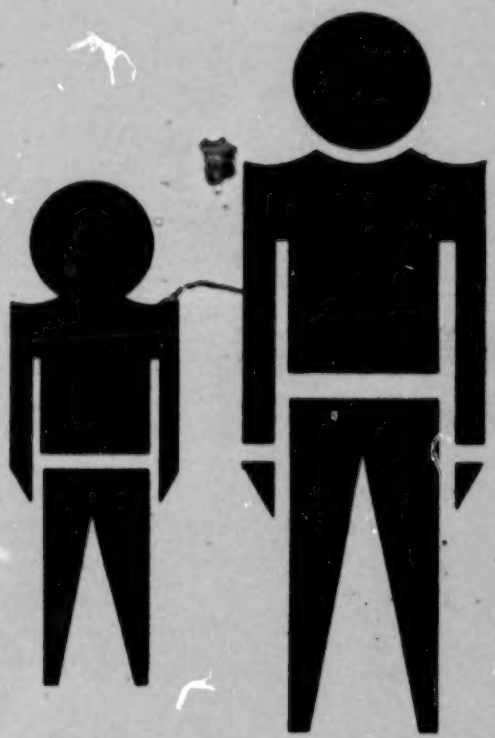
CAREER EDUCATION

NORTH DAKOTA



K - 12

CLASSROOM ACTIVITIES

ELEMENTARY

SIXTH

CE002109

Philosophy Grades 6

The purpose of education is to develop in the child a positive self concept for his role in a free and changing society.

There are skills which every person must have in order to function successfully in society. The skills of reading, language arts, social studies, health, and the fine arts are important to the child, if he is to have a secure and meaningful life.

Career education in the Intermediate Grades will acquaint the child with the World of Work by exposing him to a variety of experiences in order to make realistic career choices later in life. This total program will help to foster a positive attitude toward the dignity of work in our society

The total elementary program will serve as a foundation so that the student will be better able to explore career choices at the middle, secondary, vocational or college levels.

HOW TO USE GUIDE

The career development activities in this manual are ferencing materials that are designed to be integrated with the school curriculum. These activities are to be incorporated to help elementary children become more aware of the World of Work. In planning for further education and future employment too many young students are unprepared to choose a field in which they would have interest, ability and aptitude.

Teachers should not feel restricted to use only resource materials listed in the activity. Additional materials may be obtained locally in addition to the comprehensive list in Appendix F.

The Table of Contents follows which summarizes activities found under the basic subject headings. Many of the activities are integrated with other subject areas.

Information contained in the Appendices include:

1. Appendix A

   a. Bismarck filmstrip library list I-87 to I-98

2. Appendix B

   a. Resource people guideline I-100
   b. Form letter I-101
   c. Follow-up I-102

3. Appendix C

   a. Field trip I-104
      1) Preliminary letter to field host I-104a
      2) Student evaluation sheet I-104b

4. Appendix D

   a. Address of supplies of resource materials I-106 thru I-109

5. Appendix E

   a. Interviewing guideline I-111
   b. Questionnaire I-112 thru I-113

6. Appendix F

   a. Material available at State Board for Vocational Education, Exemplary Project, 900 East Boulevard, Bismarck, ND 58501

CONCEPTS TO DEVELOP (GRADES K-6)

1. Specialization leads to interdependency
2. Geographical location determines kinds of work found there in.
3. Individuals live in a particular geographical location due to the nature of their work.
4. People need to speak well in their work.
5. People need to be able to listen in their work.
6. People need to be able to write in their work.
7. Reading helps people in their careers.
8. The ability to communicate effectively helps a person work well with other people.
9. Understanding of mathematics helps people in their work.
10. Money is the chief form of barter in our society.
11. An understanding of science helps people in their work.
12. Having a scientific attitude (problem solving) helps people in their work.
13. Advances in science change work.
14. Advances in science have altered the occupations that produce goods and occupations that produce services.
15. Some people work to help us stay healthy.
16. Some people specialize in their work to keep us healthy.
17. There are many jobs associated with physical education.
18. Music, Art, and drama give people pleasure.
19. Some people have occupations in fine arts to give us enjoyment.
20. Careers in the fine arts often require special training.
21. There are many jobs associated with fine arts.
22. Self understanding is important in making career decisions.
23. Leisure time activities affect career choice.
24. Individuals differ in abilities, interests, attitudes and values.
25. A society needs both a producer of goods and producer of services.

CONCEPTS OF DEVELOP (Grades K-6) Cont.

26. Supply and demand of goods influences the kinds of workers found in the community.

27. People work for various rewards.

28. Math concepts are necessary in communicating.

29. A healthy body is essential to a productive worker.

30. Many people have special training for work.

31. Recreational activities expand interests.

INTERMEDIATE (GRADES 4-6) BROAD OBJECTIVES

I. To develop a positive self-concept that will lead to future self-fulfillment in a vocation.

A. To help students:

1. To respect and accept self and others
2. To be dependable
3. To be responsible
4. To be cooperative
5. To enjoy work and play
6. To make wise decisions and choices.

II. To develop a wide and varied interest that will open up an expanded basis for vocational choice.

III. To give students an opportunity to express goals and aspirations.

IV. To develop a positive attitude toward work and preparation for work.

V. To present appropriate occupational information using a broad introduction of occupations throughout the world.

VI. To provide more specific observational experience about the world of work.

VII. To make school subjects more meaningful.

VIII. To develop and foster a positive attitude toward the value of fine art.

IX. To impress upon student that a healthy body and mind is essential to a productive worker.

X. To develop skills basic to living a full and meaningful life.

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IV	Table of Contents (Broad Objections)
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	Drawing Occupations
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CAREER DEVELOPMENT ACTIVITIES

GENERAL OBJECTIVE: To develop and foster a positive attitude toward the value of fine arts.

CONCEPT: To expand the concept that careers in the fine arts often require special training.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will list three occupations that specifically use principle or elements of design.

SUGGESTED SUBJECT AREA Art

SUGGESTED GRADE LEVEL 6

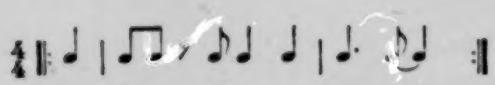
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Have students list jobs that specifically use art. List these on the blackboard or bulletin board. 2. Have students draw or paint different workers. 3. Use pictures, graphs, cartoons, paintings, illustrations, etc., as a media in studying about the world of work. 4. Make murals showing the development of a product. 5. Make mural of workers in different parts of the world.	1. Discuss how they can see that art activities could affect their future lives in the world of work. 2. Use art in every subject area to get students involved.	Drawing of occupations related to interest and ability in art. Building Your Super Highway Zaffo, George New Jersey: Garden City c 1957 gr. 4-7 *Fashions Looking Forward to a Career Seigel, Margot Dillon Press Mpls, Minn 16 mm film The American Vision Nat'l Gallery of ARt Extension Service Washington, D. C. 20505 Great Masterpieces, Florida Development Commission, Film Library, Collins Bldg. Tallahassee, Florida 32304 Filmstrips: X99 How a Picture Is Made Series X99 (a-f) (6) $46.00 with 3 records (color) or cassette Eye Gate 146-01 Archer Avenue Jamaica. NY

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		Song: "Build Me A Little House" p. 56 Music for Young Americans VI A. B. C. Local Artists to come in to demonstrate how. Build up a picture or Study of a Picture. Commercial Artist Ken Radliff Kirkwood Plaza Advertisement Art Appreciation Painting Series No 2800 Jam Handy School Service Inc. Colbourn's, Grand Forks

Improvise new verses based on school life.



Claves
Bongo

4-1-1 G-21 A-78

I Build Me a Little House

The charm of this song lies in the rhythm and the accents. Help children to observe both carefully.

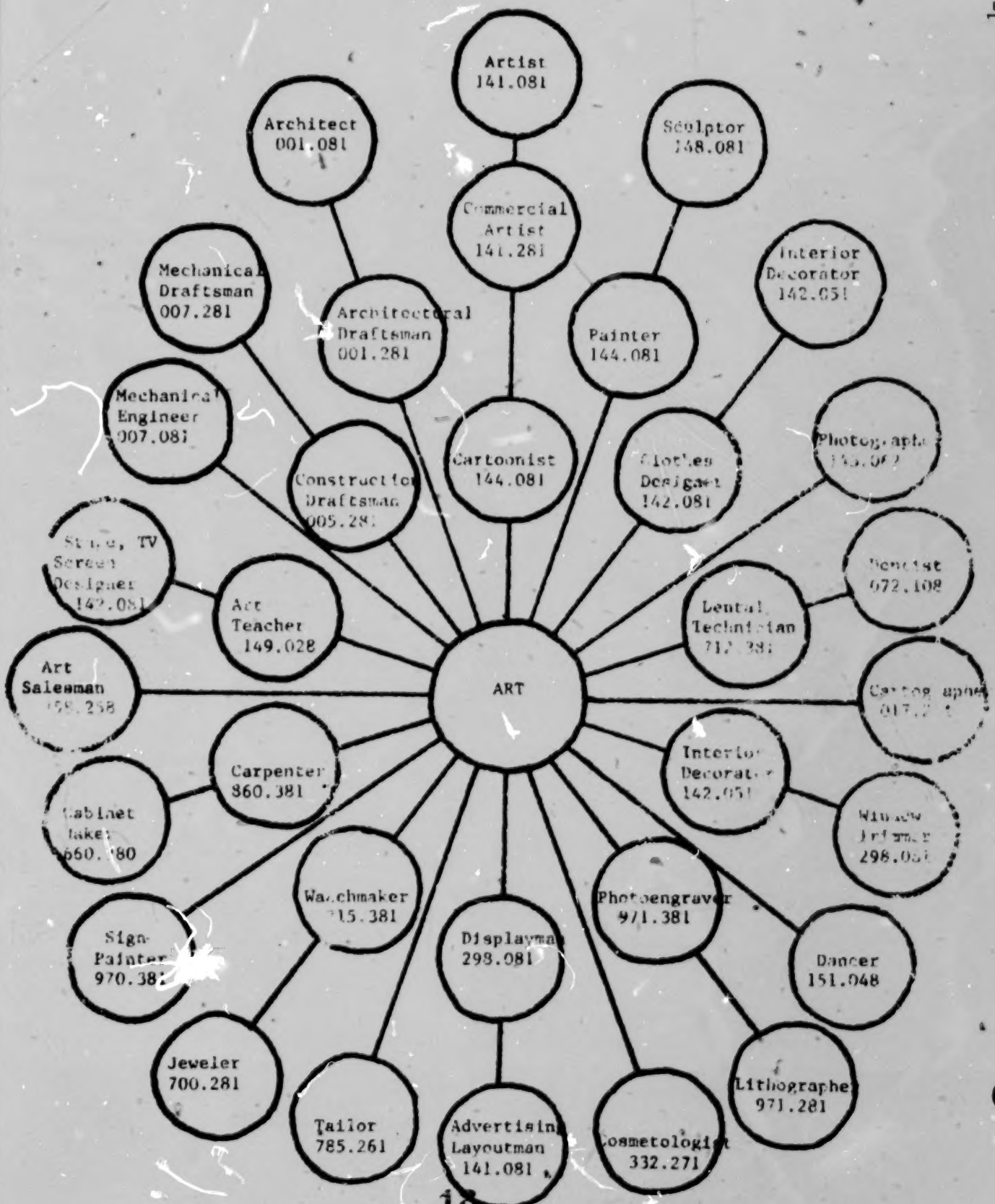
Jamaican Folk Song

Key: E♭

IN CALYPSO RHYTHM

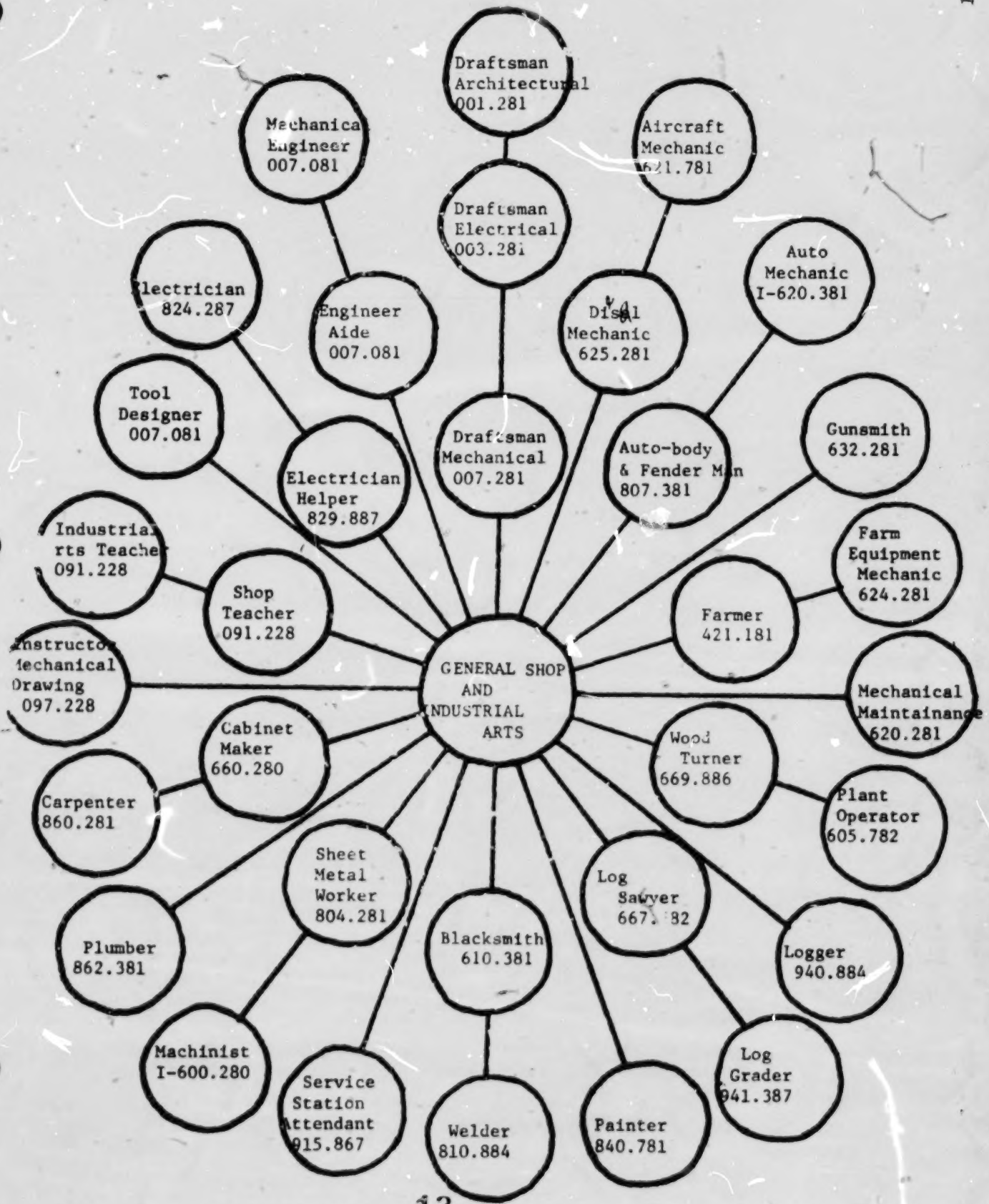
mf
B♭-5-So
1. I build me a lit-tle house, Oh! I build me a lit-tle house, Oh!
2. I build me a lit-tle house, Oh! I build me a lit-tle house, Oh!
I build me a lit-tle house, Oh! I build it on the sand-y ground.
I build me a lit-tle house, Oh! I build it on the sol-id ground.
My house built on a sand-y ground, It will fall, you see.
My house built on a sol-id ground, It will stand, you see.
The rain will wet it up, Ha! Ha! The sun will burn it up, Ha! Ha!
The rain can't wet it up, Ha! Ha! The sun can't burn it up, Ha! Ha!
The breeze will shake it up, Ha! Ha! The storm come blow it down, Ha! Ha!
The breeze can't shake it up, Ha! Ha! The storm can't blow it down, Ha! Ha!
My house can nev-er be, No! No! My house too weak, you see, No! No!
My house will ev-er stand, Yes! Yes! It's built on sol-id land, Ha! Ha!

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ART



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN
GENERAL SHOP AND INDUSTRIAL ARTS

P-I



CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop and foster a positive attitude toward the value of fine arts

CONCEPT: To expand the concept that many careers require special training.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will complete an art project showing his aspirations and tools used in an assigned occupation.

SUGGESTED SUBJECT AREA Art

SUGGESTED GRADE LEVEL 6

ACTIVITY

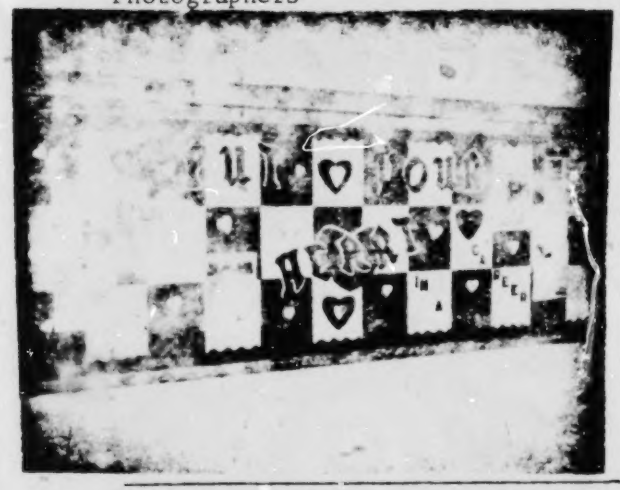
Make an art project showing what they would like to have as a lifetime occupation.

Commercial artists

Industrial designers

Interior Decorators

Photographers



SUGGESTED TECHNIQUE

1. Discuss:
   a. How many of you have given any thought to your future lately?
   b. How many of you have changed your mind since the last time we talked?
   c. What tools would you be using in this occupation?

Today you will have an opportunity to show your aspirations on an art project.

1. Pass out a sheet of black construction paper, 15-1" squares of white paper, and one 8½ x 11' sheet of white paper.

2. Ask students to use their paper to spell out the occupation using the 1" white squares and scissors.

3. Have them use the large white sheet to cut out and color tools they would use in this occupation.

RESOURCE MATERIALS

Creativity

*From Stones to Skyscrapers, Bergen, Theo and Richard gr. 4-7 Eau Claire, Wis. E. M. Hale, c 1965

*Mr. Budge Builds a House, Adamson, Philadelphia, PA Chilton, 1963 gr. 4-7

*The Boy's Book of Tools, Yates Harper and Rowe, New York

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SUGGESTED CORRELATION FOR THIS ACTIVITY:

Correlate with Number 1

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To broaden the concept of positive attitudes toward work and the preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will locate, read and report on an article relating to a job that he is interested in.

SUGGESTED SUBJECT AREA Reading for Information

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read: Want Ads Booklets that each other has done. Research for library study skills Story problems - math Captions on filmstrips Magazines Poetry articles Biographies Story of the FBI Write - Want Ads Use for bulletin board Have finger printing lesson from local police force. Make riddle: guess the workers Name a worker-what doe he do.	In what jobs is reading very necessary? In what jobs does the worker not need to know how to read (if there are any)? Read for information about occupations from various sources. Do write ups on chosen professions after discussion of various job choices. Do research into FBI Profession and give its value to our society. 	Filmstrips: "American Folklore Heroes" Series No. 7820 (8) "American Legendary Heroes" Series No. 7420 (6) Encyclopedia Britannica Books: The Great Heritage - Christian Science Monitor: Shippen, Viking Press What Job For Me? Grade 6-12 (14 bk series) McGraw Hill Book Co., N.Y. I Know A City - Shippen, Katherine Viking Press Read About the Teacher, Klapbrun Francine Franklin Watts, Inc. The Story of The FBI, Miers, Carl Schenck Grosset & Dunlap c 1965 gr. 4-9 Seeing Ourselves - Gr. 6 National Forum Series - American Guidance Service, 720 Washington Ave. S. E. Minneapolis, MN 55414 The U. S. Border Patrol Crawford, William - G. P. Putnam, NY

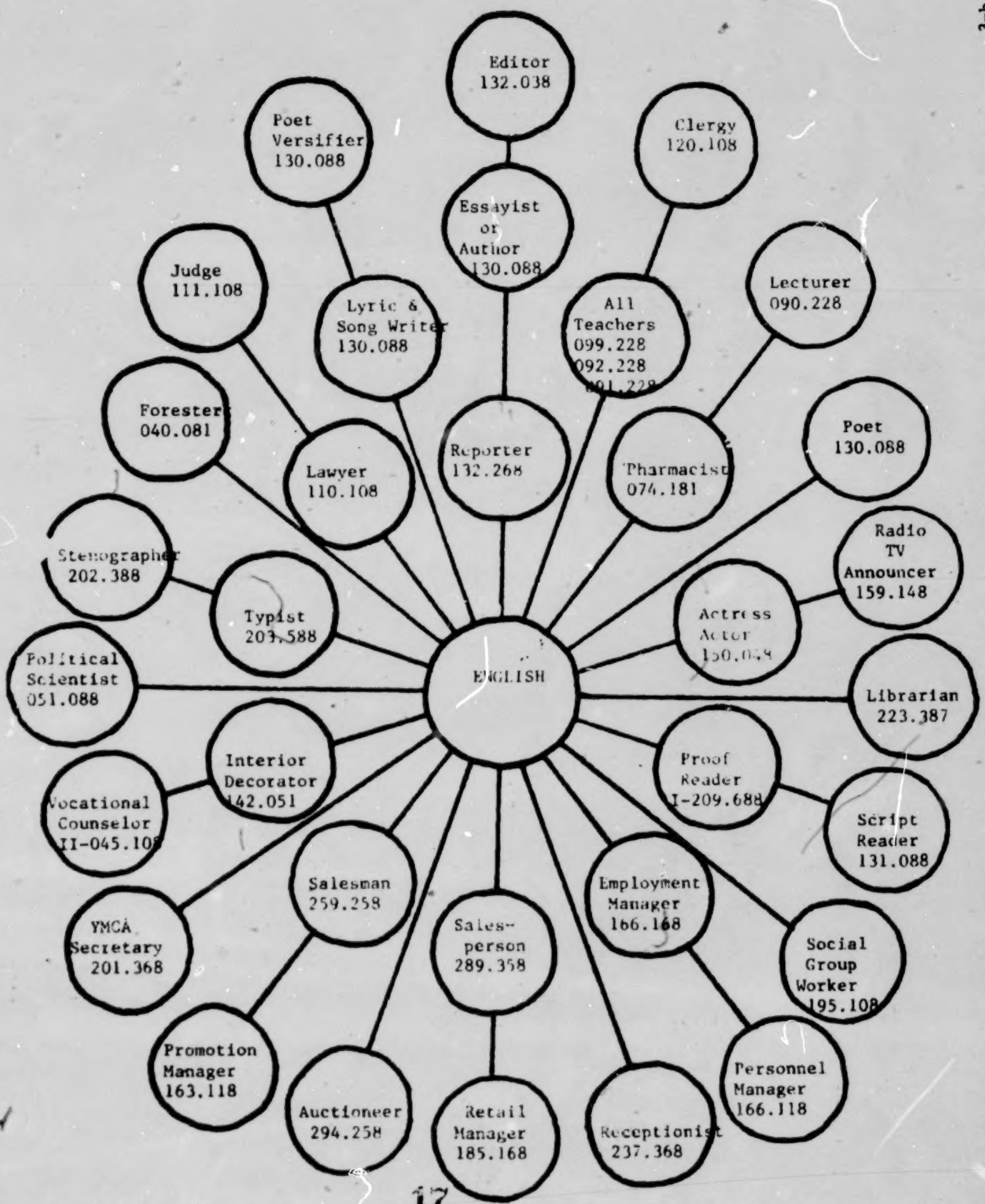
Continued

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		*1. What Does the Secret Service Agent Do? *2. What Does a Diver DO? *3. What Does a Parachutist Do? all by Wayne Hyde Dodd Mead - NY Songs: "Molly Malon" p. 60 Making Music Your Own Book VI c 1971 Silver Burdette, Co. "Anatomy Lesson" p. 170 (Rhyming) Discovering Music V A. B. C. Others Paths to Follow - grade 6 text Scott Foresman Local Detective - Police Forse

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ENGLISH



CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To give students an opportunity to express their goals and aspirations
CONCEPT: To expand concept a society needs both a producer of goods and of services and many people have special training for world of work.
SPECIFIC BEHAVIORAL OBJECTIVE: Student will list his preferred occupation and tell three reasons why he is interested in it.

SUGGESTED SUBJECT AREA Reading - Geographical Areas
SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Teacher make a list of various examples of jobs or professions as they come up in the course work. End of week - or unit activity. 2. Have students choose those in which you are most interested in order of their preference to you. 3. Do research on one or two of them that interest you the most. Find the locational, historical background, present-future-imaginary. 4. Draw jobs of parents Then - Now - Future 5. Make scrap books (fantasy)on occupations each would like to follow in later adult life.	Discuss with students that there are a large number of occupations open to each of them. Impress upon them that it is never too early to start thinking about what they would like to do some day. Draw a cartoon of "Life on other Continents" Do research on chosen occupation. Write up reports and include in scrap books made.	Geography Textbook Reading Textbook * Occupational Outlook Handbook U. S. Department of Labor * What Job for Me? Series McGraw Hill Book Company Film 16 min. (Free) Fisherman's Gamble Consulate General of Canada Film Library 310 S. Michigan Avenue Chicago, Ill. 60604 Filmstrip - Record * Distributive Education #207 Educ-craft Inc. * Technical & Industrial Occupations #211 Educ. Craft, Inc.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

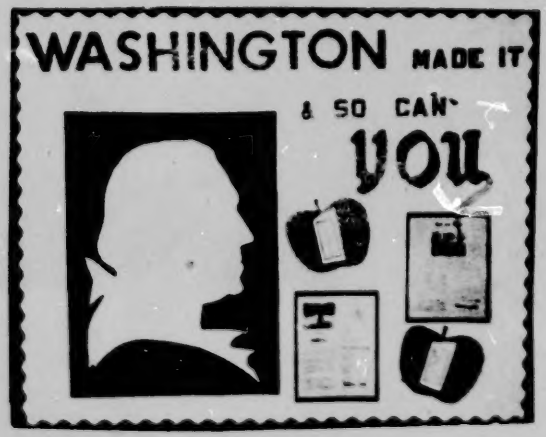
BROAD OBJECTIVE: To give students an opportunity to express goals and aspirations

CONCEPTS: A. Individuals differ in abilities, interest, attitudes and values. Leisure time activities affect career choice. B. Society needs both a producer of goods and producer of services.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will read about and write a written report on five men and list six reasons for their success in their occupational field.

SUGGESTED SUBJECT AREA Language Arts
Reading - Biographies

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Introduce biography books on hand and how others may be found in library. 2. Share ideas obtained from reading with other pupils. a. book jackets b. dioramas c. reports d. dramatize e. role playing 3. Use attached sheet as example of other activities connected with the biography books. 4. Write an autobiography early in year - "All About Myself" 5. Relate a "success" story	Teacher mentions books and ask students to keep these things in mind as they read the books: 1. Individuals early years a. home b. school c. hobbies d. his goals in life e. early employment 2. Problems he had faced. 3. How he coped with these problems. 4. How individual attained greatness in his area. 5. Character qualities of individuals Write your auto-biography projecting it into the future.	Books - Biographies Song Song "Knowledge and Wisdom"(round) Filmstrips on famous people could also be used along with biography books. * filmstrips - The Utilities #204,205,206 #208 Office Occations Educ-Craft 

SUGGESTED CORRELATION FOR THIS ACTIVITY:

■ **THE BIOGRAPHER** records Franklin's early life in such a way that it foreshadows many of his accomplishments in later life. Events are made subordinate to the inner life of the man, with the stress on his imagination, curiosity, fervent commitment to the possibilities of man, and devotion to his country.

QUESTIONS

1. What were the terms of *indenture* that 12-year-old Ben had to accept when he went to work for his brother? (13–14) How would *you* feel about this kind of arrangement?
2. What would you say was the most difficult situation Ben faced during his life? What do you think caused him the most sadness?
3. What qualities did Benjamin Franklin have that made him a success? What would you say was the most impressive of all his accomplishments?
4. What part of this biography was unfamiliar to you?

APPRECIATIONS

1. What would happen to our community if an embargo were put on trade? (129)
2. Why was Pennsylvania the only colony that had no means of defense? (71–73) Why did Franklin feel it was up to the "middling people" to find the means for defense? (74)
3. Who pays for wars? Were the colonists right to refuse to pay for the British army which protected them? Why? (113–114) Why were the colonists able to refuse? (116, 119)
4. Why was it difficult to unify the colonies after the Revolution? (175)

1 It must have been very difficult for Franklin to accept the fact that his son disagreed with him about breaking free of England. Write the letter that Franklin's son might have written to him explaining *his* point of view.

2 What would you have liked best about living in Philadelphia after the Revolution? How would you have looked? What profession would you have followed, and what would your family have been like? Draw some illustrations to go with your thoughts.

3 If you can locate a copy of *Poor Richard's Almanac*, select one maxim a day for a week, such as the ones on page 62 of this book. Put the maxim up for the class to read and ask them what it means. Be sure you understand it first!

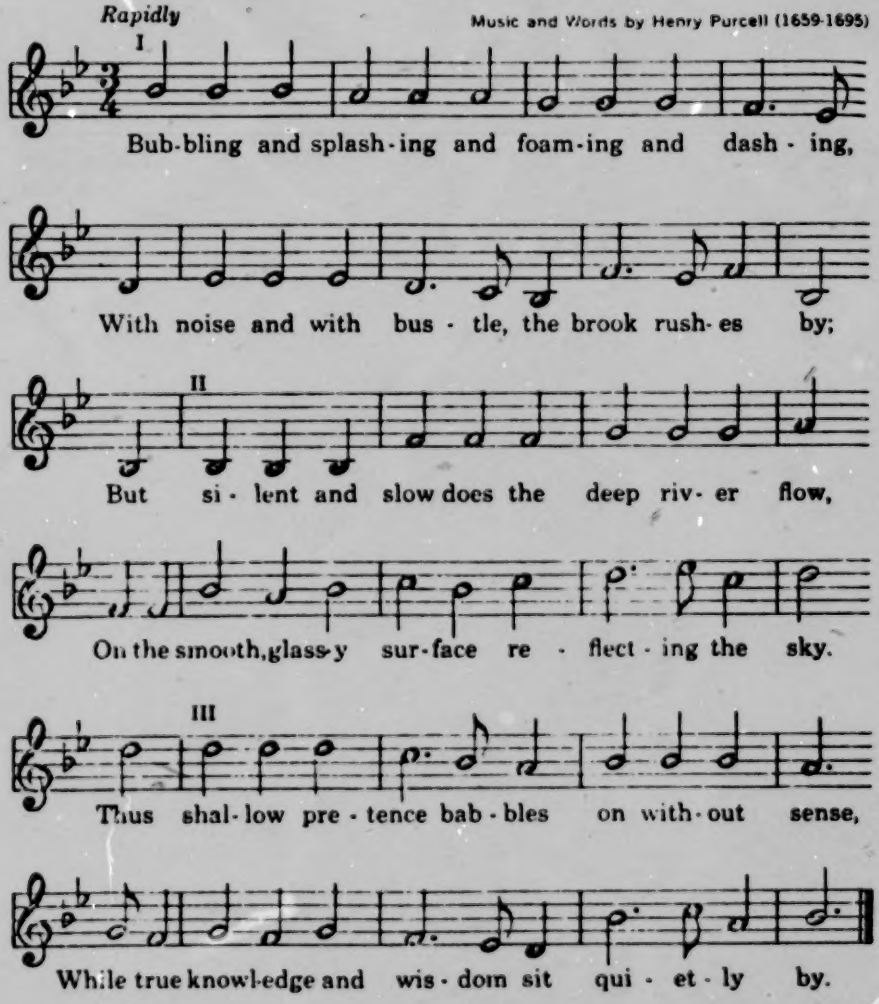
4 Ben Franklin believed in free education for young people. What would be different about our school if our education were *not* free? Put down the reasons why a free education for everyone is necessary.

5 What ads might have been in the *Pennsylvania Gazette* about the Battles of Lexington and Concord? Write that newspaper article and make up a headline for it. Read over pages 133 and 134.

Knowledge and Wisdom *(Round)*

Rapidly

Music and Words by Henry Purcell (1659-1695)


I
Bub-bling and splash-ing and foam-ing and dash - ing,
With noise and with bus - tle, the brook rush-es by;
II
But si - lent and slow does the deep riv- er flow,
On the smooth, glass-y sur-face re - flect - ing the sky.
III
Thus shal-low pre - tence bab - bles on with-out sense,
While true knowledge and wis - dom sit qui - et - ly by.

Three violins or three clarinets could play this round. The players might wish to transpose it one whole step higher, to the key of C major.

Henry Purcell is believed by many to be the most original and most gifted seventeenth-century English composer.

WORLD OF WORK PROJECT
Due at end of 9 week period

English 6
Mrs. Walth, Teacher

Each 6th grade english student is to compile a folder of material about a particular job or occupation in which he is interested. There is a vast selection from which he can choose. The list titled Some Occupations Related to Interest and Ability in English contains only a suggestion of possibilities.

The folder will be graded on

1) Quality of information; types of information included; grammatical acceptance and thoroughness of subject matter.
2) Creativity: art work, variety of content, arrangement of materials attractiveness of folder, and general interest to other students.

Suggestions for content ideas:

1. Write paragraphs to tell a) Why people work (generally speaking) b) Why you are interested in this job c) What language skills are needed for this job and how are they used. (Reading, writing, typing, spelling, creativity, speaking, good grammar, study skills...maps, dictionaries, reference books, use of library; letter writing, use of microphones, interviewing, meeting people, listening, etc.) d) What rewards result in this occupation? (Self respect, good use of time and talent, getting to know people, self-satisfaction, material rewards...salary, challenges, and growth and development that promotes ones well being mentally, socially, spiritually, and/or emotionally.

2. Include magazine and newspaper articles and want ads pertaining to your type of job selection. Include pictures with articles when possible.

3. List captions or titles of books, films, articles, or biographies related to the job.

4. Include your own artwork, drawings or sketches related to job. Make your cover interesting and attractive.

5. List or include copies of letters you have written for information or to thank some establishment for helping you in this project.

6. Include write ups of interviews you've made related to the job. You might write "thank you" letters to people you have interviewed, and make note f of this in your folder.

7. Include samples of products or goods produced by such a person if products are a part of his profession...or pictures of products.

8. List of resources used in preparing folder:
   A. Names of persons interviewed
   B. List of books and magazines read (titles and Authors)
   C. Visits to establishments where one finds workers in this occupation.

Notice that the above are only suggestions. Do some brainstorming, be creative, let yourself go and see what you come up with! You will probably have many more ideas.

Basic ability of each student will be considered when folders are graded.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful

CONCEPT: To expand concept specialization leads to interdependency

SPECIFIC BEHAVIORAL OBJECTIVE:

Each student will write an assigned letter and proofread another person's letter.

SUGGESTED SUBJECT AREA Language Arts — Grammar and Spelling

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Review language skills in correct usage, capitalization, and punctuation. Write up an interview interview letters of -thank you -invitations -ordering Make up collage of all workers in communication fields.	Why is correct grammar use necessary for success in world of work? What is proofreading? What job area would need such persons? Why is correct form in letter writing essential?	Handbook - section of Language Text Filmstrips: *Beginning Grammar (color) Series No. 8840 Encyclopedia Britannica Resource people: Secretary - Marguerite Maddock Secretary to President -Dakota Nat' Printer - Joe Hauer - United Printing Co. Lawyer - (pupils parents or friend) *How to Write Letters for All Occasions A. L. Sheffs and E. Ingalls Doubleday 3.95

SUGGESTED CORRELATION FOR THIS ACTIVITY: Would be good to correlate with spelling - call in a printer, legal secretary, CPA to stress the importance of proper spelling, proofreading and accuracy and what the effects are (consequences)if errors are made .

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful

Concept: To expand concept specialization leads to interdependency

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will contribute to an assigned school newspaper and proofread and edit.

SUGGESTED SUBJECT AREA Language arts Newspaper, creative writing, printing

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Study the Newspaper 2. Write up an interview, editorial, feature story, sports stories also letters of thanks, invitation, ordering. 3. Do a school newspaper. Study beginning of printing (Gutenberg to present day) Find errors in newspapers. 4. Use a hand printing set type setting, movable type.	Why is correcto grammar use necessary for success in world of work? What is proofreading? What job area would need such persons? (Edited - Proofreading for school paper) Why is correct form and language essential? What categories constitute the newspaper.	Handbook - section of Language Text Filmstrips: *Beginning Grammar (color) Series No. 8840 (8) Encyclopedia Britannica Portable Printing Set - Kelzie Press Jon Persons (Bismarck School System Grad 6) Architectural Business Blueprints

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a wide and varied interest that will open up an expanded basis for vocational choice.

CONCEPT: To expand the concept of the ability to communicate effectively helps a person work well with other people, And people need to be able to listen in their work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will play the role of a worker in the communication field.

SUGGESTED SUBJECT AREA Oral Communication and Language Arts - Listening skills

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Improve yourself by constructive criticism give reports dramatize ask riddles tell jokes recite poetry do choral reading Perform for others lower grades Your own peers upper	What jobs depend mainly on oral communication? How important is speech use in radio announcing Television sales talk receptionist public speaker entertainer public relations (you) teacher Do role-playing for different workers.	Resource people Ministers - How to prepare and deliver a sermon. Campaign speeches - resource people Bismarck SRA - Listening Skill Builders tapes - intermediate grades Bismarck School System Books: The First Book of Acting, Schrion, Karl, Franklin Watts, Inc. c 1965 gr. 4- Dramatic recordings Ogden Nash Hearing Poetry "Lame Tame Crane" p. 9 (Tongue twister) This is Music VI, Allyn Bacon "Knowledge & Wisdom" p. 54 (same edition) 53 (A-I) Story of Communication IF53 - 9 films 5 casettes Eyegate

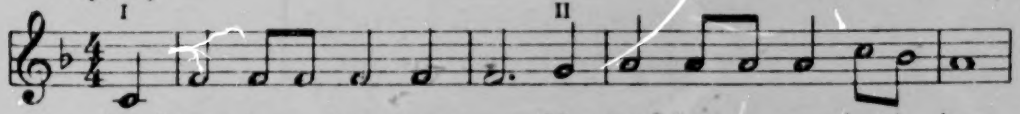
SUGGESTED CORRELATION FOR THIS ACTIVITY:

Lame Tame Crane *(A Tongue-twister Round)*

Source Unknown

Quickly

I



My dame has a lame tame crane, My dame has a crane that is lame.

II

Pray, gen- tle Jane, let my dame's lame crane feed and come home a - gain.

After you have learned this round, increase the tempo little by little and enjoy the fun.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a wide and varied interest that will open up an expanded basis for vocational choice.

CONCEPT: To expand the concept that reading helps people in their careers.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to list two work responsibilities of each library employee.

SUGGESTED SUBJECT AREA Language Arts / Library Skills

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Study the library 1. Necessity 2. School (central vs. room) 3. Public 4. Industrial (clinical) Visit local libraries with focus on jobs and workers needed in various capacities.	1. Build a library personnel pyramid and list duties of each. Field trip to library. 2. Draw floor plan of local school library: card catalog - author card, title, subject, cross reference references; maps; magazines; newspapers. Interview each type of worker. 3. Write up articles for school newspaper. 4. Write a mini-term paper using note cards, outline, etc. (good preparation for junior high) 5. Catalog paper back books in room.	Pamphlets on the library skills workbook Texts The card catalog Reader's Guide (current magazines) Resource people Books: Read About the Librarian, Klagsbrun, Francine, Franklin Watts, Inc. C 1970 New York, NY (Lexington Ave. 10022) Some Day I'll Be a Librarian Splaver, Sarah, New York, NY Hawthorn Book Inc. 1967 gr. 5-9 Transparency 031-2 The Floor Plan Its Relation to the House - Eyegate

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Correlates well with field trip to architectual firm. Blue print, floor plans, etc. and students enjoy drawing a floor plan.

CAREER DEVELOPMENT ACTIVITIES

GENERAL OBJECTIVE: To develop a positive self-concept (5) that will lead to future self-fulfillment in a vocation.

CONCEPT: To introduce the concept that people work for various rewards.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student is able to list four reasons why people work.

SUGGESTED SUBJECT AREA Language Arts & Math

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Use questionnaire (See attached sheet) 	Interview: Encourage each student to interview a worker other than a parent or relative and ask them to check all the reasons, (positive and negative) why they work. Students encouraged to interview people who work in a job or career they think they may eventually have. Students will need to have preparation on how to conduct an interview (questionnaire). Computethe results and graph to show the reaction.	Library books: * How money is Made, Cooke, David C. New, York: Dodd-Mead & Co. c. 1962 grades 4-6 What Subjects for Me to Like? *What Job For Me? Series c 1966 Anton, Stanley - Charlie the TV Repairman Goodman, Burton - Pete the Service Station Attendant C 1966 (18 book series) gr. 4-12 *Some Day I'm Going to Be Somebody, Dunham, Hohn, Chicago Ill, Children's Pr C 1970 Song: "When Everyone is Sombodee" Gilbert,Sullivan p. 74-77 Mastering Music Book 6 American Book Co. 1970 "This Land isYour Land" p. 22 Making Music Your own, Silver Burdette C C 1971

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		Weekly Reader - Columbus, Ohio Graphs and Tables (pamphlet) Song: A Merry Life "Tour of the Fed" on Federal Reserve Bank, money checks, etc. call bank for. For films on money call Carol DeForest, N. D. Bankers Association Office, Bismarck, ND

WHY DO YOU WORK?

Work for many people has become more and more simply a means toward the end of earning a living. Having a job serves other functions than the one of earning a living. Working gives us a feeling of being tied into the larger society of having something to do, of having a purpose in life. We are interested in exploring the function and meaning of work for employed people. Please check the positive and negative reasons why you work.

Occupation _____

POSITIVE REASONS

____ Enjoy the kind of work -

____ To be associated with people -

____ To keep occupied -

____ Justifies my existence -

____ Gives feeling of self respect -

____ Keeps individual healthy -

____ Other _____

NEGATIVE REASONS

Without work, would:

____ Feel lost, go crazy -

____ Feel useless -

____ Feel bored -

____ Not know what to do with my time -

____ Habit, inertia -

____ To keep out of trouble -

____ Other _____

1-3-1 G-10 A-22

A Merry Life

Key: $E^{\flat}$

Words and Music by Luigi Denza

Expressive singing
Two-part development

LIVELY *mf*

$B^{\flat}$-5-So

1. Some think the world is made for fun and frol-ic,
2. Ah, me! 'tis strange that some should take to sigh-ing,

And so do I! And so do I!
And like it well! And like it well!

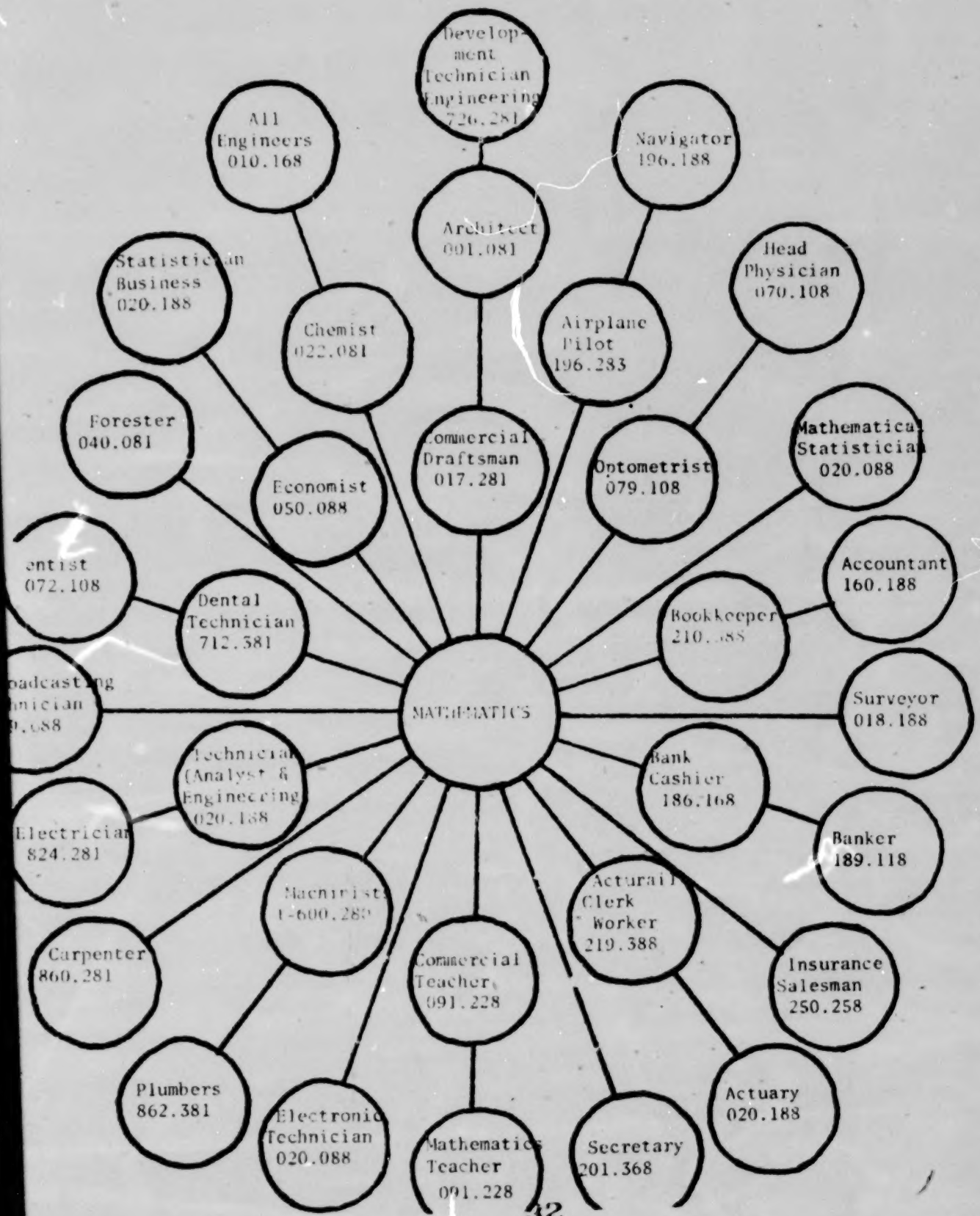
Some think it well to be all mel-an-chol-ic,
For me, I have not thought it worth the try-ing,

To pine and sigh, To pine and sigh.
So can-not tell, So can-not tell.

But I, I love to spend my time in sing-ing
With laugh and dance and song the day soon pass-es,

Some joy-ous song, Some joy-ous song;
Full soon is gone, Full soon is gone;

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MATHEMATICS



CAREER DEVELOPMENT ACTIVITIES

GENERAL OBJECTIVE: To develop a positive self-concept (to be dependable) that will lead to future self-fulfillment in a vocation.

CONCEPT: To develop the concept that math concepts are necessary in communicating

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will prepare a performance contract between himself and another person.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have teacher make up a contract between teacher and students to show them that Math concepts are necessary in writing a contract in everyday life. 1. Student receives: a. Contract b. Progress charts c. Worksheets - (when ready to complete them) 2. Tests are corrected by teacher-student checks and records daily work- papers are filed in folders. 3. Each contract is found in a labeled manila folder. Student readily finds needed keys or materials they need.	Discuss: 1. What are math concepts? 2. What is a contract? 3. Show sample contract between two people. 4. What is the value of having a contract? 5. In what ways are math concepts written into a contract? 6. Fulfill your contract. 7. I would like each of you to draw up a contract between yourself and another person.	Sample contract (1a) Math Book "Arithmetic Song" p. 26-27 Singing Together copy p. (1b) 16 mm film Donald in Mathmagic Land, 26 min (color) University of Illinois - 1971-74 Clean Air - Sparkling Water Dorothy Shuttlesworth, Coubleday Co. "Mathematics in Action"(51 1-A-H) Eyegate

SUGGESTED CORRELATION FOR THIS ACTIVITY:

SUBJECT: Math - Fractions
GRADE _____ ROOM _____
CONTRACT #7-245-255-6
PUPILS NAME _____
TEACHERS NAME _____

12a

(1.) TITLE: Fractional Numbers
(2.) PURPOSE: To successfully use fractions in the operations of addition, subtraction, multiplication, and division.
(3.) INSTRUCTIONAL PURPOSE: To have the pupils understand and carry out operations using fractional numbers, (1.) know the definition of a reciprocal, (2.) zero (0) does not have a reciprocal, (3.) divide fractional numbers, (4.) comparing fractional numbers, (5.) using exponents with fractional numbers.
(4.) PRETEST:
(5.) RESOURCE-ACTIVITIES: TEXT: Elementary Mathematics, Patterns and Structure, 6.
Do the following assignments:

_____ a. Chalkboard activities: Select 5-6 students, see your teacher for explanations of (1.) reciprocals, (2.) division of fractions.
_____ b. Read p.245, then do 4-9 on pages 246-247; and Exercises 1-2 on page 247.
_____ c. Read "Division by One" on pages 247-248; then do Exercises 1-2 page 248. Just find answer and then do, "Keep in Practice" #1-5 on page 248.
_____ d. Do Exercises #1 on page 252 and #1 on page 255.
_____ e. View Filmstrip "Division of Fractions"
_____ f. Worksheet #D-1
_____ g. Do pages 260-261 (1-7).
_____ h. Do Worksheet #D-2, #D-3, #D-4.

(6.) Post Test:

Date Completed:			Percentage	Grade
_____	(1.)	Chalkboard activities with teacher:		
_____	(2.)	View filmstrip "Division of fractions"		
_____	(3.)	Problems #4-9, page 246-247; Exercises 1-2 page 247	_____	_____
_____	(4.)	Exercises 1-2 page 248; and #1-5 on page 248.	_____	_____
_____	(5.)	Exercise #1 on page 252; Exercise #1 on page 255.	_____	_____
_____	(6.)	Worksheet #D-1	_____	_____
_____	(7.)	Pages 260-261 (1-7)	_____	_____
_____	(8.)	Worksheet #D-2	_____	_____
_____	(9.)	Worksheet #D-3	_____	_____
_____	(10.)	Worksheet #D-4	_____	_____

Average on this contract ____
Teacher's initials _____

Date Completed:		Supplementary _	Percentage	Grade
_____	1.	_____	_____	_____
_____	2.	_____	_____	_____
_____	3.	_____	_____	_____

Arithmetic Song (p. 248)

Charles J Cromwell

Rhythmically

1 (do)

Danish Folk Tune

1. 13 ru - ta - ba - gas, 13 ru - ta - ba - gas,
2. 14 ru - ta - ba - gas, 14 ru - ta - ba - gas,
3. 15 ru - ta - ba - gas, 15 ru - ta - ba - gas,
13 ru - ta - ba - gas, buy now. 13 ru - ta - ba - gas,
14 ru - ta - ba - gas, buy now. 14 ru - ta - ba - gas,
15 ru - ta - ba - gas, buy now. 15 ru - ta - ba - gas,
13 ru - ta - ba - gas, 13 ru - ta - ba - gas, buy now.
14 ru - ta - ba - gas, 14 ru - ta - ba - gas, buy now.
15 ru - ta - ba - gas, 15 ru - ta - ba - gas, buy now.
7 and 13 make a score, Buy un - til I have no more.
(?) and 14 make a score, Buy un - til I have no more.
(?) and 15 make a score, Buy un - til I have no more.
13 ru - ta - ba - gas, 13 ru - ta - ba - gas,
14 ru - ta - ba - gas, 14 ru - ta - ba - gas,
15 ru - ta - ba - gas, 15 ru - ta - ba - gas,
13 ru - ta - ba - gas, buy now.
14 ru - ta - ba - gas, buy now.
15 ru - ta - ba - gas, buy now.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful

CONCEPT: To expand understanding of math helps people in their work

SPECIFIC BEHAVIORAL OBJECTIVE: Students will show by concrete means that they are preparing for live by taking mathematics.

SUGGESTED SUBJECT AREA Math concepts

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Ask students how they use math in their life. Examples: A. Sports B. Mechanics C. Hobbies 1. fish scale 2. leather work 3. recipes	Discuss why math is in the school curriculum and why they are required to take a certain amount of it. Bring out the point that education is a preparation for life.	Books Magazines - "Sports Illustrated" "Young Miss" "Highlights" World Almanac Filmstrips (by title) "The Fundamentals of Thinking (A-I) 9 filmstrips - colored captions Eyegate
2. List occupations and tell how they use math. Do research to get this information. A. Reading B. Interview C. Questionnaire	Have student make original story problems from four fundamental processes. (+ - x ÷)	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful

CONCEPT: To expand on the concept that money is the chief form of barter in our society and that an understanding of mathematics helps people in their work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will figure individual cost of items priced at 6 for 89¢ and compute the savings compared to purchasing them at 23¢ per can.

SUGGESTED SUBJECT AREA Math & Unit cost

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Visit a warehouse and observe different manner of pricing items. Also bring sale brochure from newspapers to school to work on problems with unit cost. Design problems for students where they must figure unit price.	Discuss why grocer prices items at 3 for $1.00 and 6 for 89¢. Learn to figure individual cost as sometimes group cost is misleading. Also same discussion on why large stores can sell cheaper. Involving such things as volume buying and increased freight rates. Overhead costs. Use ratio techniques to compute unit cost.	Newspaper ads Local store advertising brochures and personnel to explain them. workbooks - ratio - unit price 16 mm film (free) Jobs in Mathematics Gr. 6-10 color Popular Science c 1967 Song: "Banana Boat Loaders" 186"Seeing the Use of Numbers Set VII" A-J 10 captioned color Eyegate P. 71

SUGGESTED CORRELATION FOR THIS ACTIVITY:

The men who load boats with bananas grown in the Caribbean sing in a syncopated rhythm.

Banana Boat Loaders

JAMAICAN FOLK SONG

Day oh! Day oh! Day is break - ing, I wan' go home.
1. Come, Mis - ter Tal - ly - man, come tal - ly my ba -
2. Came here for work, I did - n't come here for to
nan - as. Day is break - ing, I wan' go home.
i - dle. Day is break - ing, I wan' go home.
Shout
3. Three han', four han', five han', Bunch! Six han', seven han',
Shout
eight han', Bunch! Day is break - ing, I wan' go home.
4. So check them, and check them but check with cau - tion.
5. My back is a - break - ing with bare ex - haus - tion.
6. Don't give me all the bunches, I m no horse with bri - dle.
4-5
6
D.C. al Fine
Day is break - ing, I wan' go home, wan' go home.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To broaden students interests which will open up an expanded basis for vocational choice.
CONCEPT: To expand the concept that an understanding of math helps people in their work and to make math more meaningful.
SPECIFIC BEHAVIORAL OBJECTIVE: Students will be able to name one way that each of the workers studies use fractions in their occupation.

SUGGESTED SUBJECT AREA Math (fractional measurement)
SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Have students measure things around the classroom to have them become aware of fractional parts of an inch. 2. Relate fractions to the world of work by having students find how the workers listed below use fractions in their work. Carpenter — meat packer housewife — accountant seamstress — painter engineer — service station nurse — mechanic wallpaper hanger baker — astronaut 3. Draw to scale what you are to use. 4. Make a blueprint. Make different models of tools used by the above listed workers (use cardboard) Build bird houses, dog houses, or rabbit hutches of cardboard or plywood. Also build needed equipment for classroom. (continued)	Develop awareness that some people have talent for building, designing and handling tools while others must learn proper procedure, safety. Discuss for importance of carpenter and his need for understanding of measurements, such as fractions. How can this be correlated with different geometric designs. Review the fractional parts of an inch on a ruler or yardstick. Assign specific places for specific small groups to measure. Have them measure the area exactly. Discuss the student's findings. Have volunteer students demonstrate how each of the workers use fractions. Ask students if they know any other workers that use fractions in their work.	Math textbooks Worksheets and packets of fractional parts. Blueprints - instructions. Study blueprints after field trips to architect esp. Kosher's. Industrial Art Patterns Popular Mechanics filmstrips: Bismarck Filmstrip Library 557 Scale Drawing - Maps tables 1200-1204 Fractions (4) 590 Fraction Numbers 592 Fractional numbers - properties 593 Fractional numbers - problems Looking Forward to A Career Building Trades, Siegel, Dillon Press Inc. Minneapolis, MN "The Story of Houses"48 - If48 9 filmstrips & 4 cassettes Eyegate

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
5. Draw floor plan of school library. or of students home. 6. Adjusted recipes to larger quantities or parts.		

CAREER DEVELOPMENT ACTIVITIES

GENERAL OBJECTIVE: To make school subjects more meaningful

CONCEPT: To develop concept math concepts are necessary in communicating and helps a person work well with other people.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will compute his own scores of achievement in sports, subjects, bank interest.

SUGGESTED SUBJECT AREA: Math decimals & Percentages

SUGGESTED GRADE LEVEL: 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Grade own papers. Have student calculate grades when less than hundred is involved. For example: figure the percent correct when you score 17 correct answers on a 25 item test. 2. Permit groups of students to shoot baskets and figure the percent of accuracy. During a softball game have each student figure their batting average. 3. Interview an officer from a credit concern relative to interest rates on housepayments, car payments, bike payment, boats and motorcycles. 4. Visit a bank or savings and loan company to obtain information on savings accounts from bank officials.	Question students: 1. How do you as a student use decimals? (comparative use of fractions, decimals, and percentage.) 2. How are decimals used in sports? 3. Can you solve problems by relating ratio to percentage? 4. What is interest? 5. How do interest rates affect the wage earner? 6. Who benefits from the interest charges? 7. What is a savings account? 8. Why does a bank pay interest on savings accounts? 9. Teacher could expand this to other areas such as: Grocer - percent of mark-up on merchandise and discounts Weatherman - measuring precipitation percent possibility of rain. Budgets for home, personal	Math Textbooks Resource Person - Banker, Savings and Loan officials Newspapers - sales ad Filmstrips - Bismarck Public Schools 569 Money 570 Reading Instruments 1199 Decimals 1198 Meaning and Reading of Decimals Books: *Young Teens and Money by Mary Beery McGraw-Hill Book Co.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful

CONCEPT: To expand the concept advances in science change work and require special training

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will convert standard measures of weight, capacity, and distance to the metric system.

SUGGESTED SUBJECT AREA: Math Metric System

SUGGESTED GRADE LEVEL: 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Convert athletic achievements, especially Olympic records, to the standard system. Use materials or take measurements in classroom and convert to metric system. Invite a pharmacist to visit class and tell about the metric system and his work. Visit a science lab and interview a chemist about the metric system in relation to his work. Similar activities could be used for other workers: Doctors Dietitian Mechanics of foreign cars Soliders - military personnel Photographers	What is the metric system? Where did it originate? Why is it used in many countries today? Name workers who use the metric system. Is it possible that the metric system will someday be used on a world wide basis? Why or why not?	World Almanac Math Textbook Science Textbook State Capitol Public Service Dept. Weights and Measures Bismarck, ND Resource People: (parents or friends of pupils) Pharmacist Chemist Dietician Young Olympic Champion - Gilman, Steve Scholastic paperback Song Un Kilométre À Pied French Hiking Song p. 12-13 Mastering Music VI American Book Co c 1

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a wide and varied interest that will open up an expanded basis for vocational choice.

CONCEPT: To expand concept understanding of math helps people in their work.

SPECIFIC BEHAVIORAL OBJECTIVE: Given two variables each student will complete at least one graph.

SUGGESTED SUBJECT AREA Math (graphs & tables)

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Make graphs - Bar, line, picture. Compare records of professional track men with student's own speed. Find starting salary for various occupations. Show increase and decrease in demand of a number of occupations. A chart or with a graph.	Discuss different kinds of graphs and what graphs can be used for.	Occupational Outlook Handbook Math Text World of Work - library books Weekly Reader - Columbus, Ohio Graphs and Charts (pamphlets) World Almanac Filmstrips - See catalogue Bismarck Public schools 292 A graph tells a Story 570 Reading instruments Mathematics in Action (5-A-H) Eyegate

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

CONCEPT: To expand the concept that an understanding of science helps many people in their work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will identify three ways for each that an understanding of science helps the workers at the water filtration plant, the sewage plant, or pure food labs.

SUGGESTED SUBJECT AREA Science - in the world today

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
To gain knowledge of the source of water supply and waste disposal. Read for facts - filtration for human consumption; disposal plants; city health problems and solutions; fluoride action; pollution; purification; food laws. Field trip to water filtration plant; sewage plant; pure food labs. City filtration plant. Group I visit (bacteria screening Group II visit in-take and settling area Group III visit chemical application lime fluoride.	Set up and follow a contract teaching plan. Use of index, tables of contents, cross references. Organize and give special reports. Review civic laws controlling areas. Draw and label charts General lecture on size, water storage gallons per day used, etc. In conclusion, Mr. Hanson pointed out that to work in a place as this cleanliness was very important; to prepare one for his job in the world of work, in college subject areas one would need are - biology (bacteriology); physics, chemistry, and engineering. But above all to be able to get along with fellow workers. (ccoperation)	Science texts, encyclopedias pamphlets City Water Supply and Filtration Plant Pollution articles 16 mm film The Water Cycle Filmstrips from Bismarck Public Schools 404 Public Utilities - water 405 Public Utilities - waste disposal 505 Moisture in atmosphere - water cycl *Sanitation and Sanitation Workers Eye Gate Mr. Harry Hanson, Supt. arranged for tour of the water treatment plant. Personnel from other plants: Mr. Norman Peterson - State Conservatio Department Field Trip (Planned)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

CONCEPT: To expand the concept that an understanding of science helps many people in their work.

SPECIFIC BEHAVIORAL OBJECTIVE: All students will write a short paragraph explaining what the meteorologist does in his work.

SUGGESTED SUBJECT AREA Science meteorology

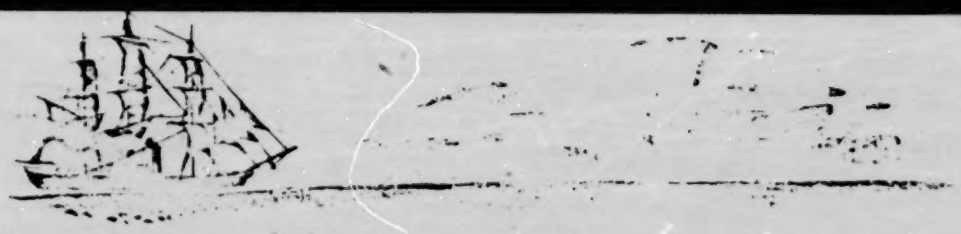
SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Develop an awareness of the importance of weather and its affect on different occupations. Watch TV weather reports and learn meanings of the terms and symbols used by the weatherman. Make a scrapbook of daily newspaper weather forecasts, headlines from newspapers about storms, pictures from the paper and magazines on weather and how it has affected things, people, places, etc. Build weather instruments, rain gauge, anemometer, wind wave, etc. Bring a barometer to school. Learn to read it. Observe cloud formations. See if you can forecast the weather for the day. Visit Weather Bureau at airport.	Use in conjuction with the weather chapter in Science. Discuss with the students the idea that this is a very scientific occupation that most of us know very little about. Much can be done through discussion and observation. Also visit a weather station and talk to weatherman about importance of their job to other occupations such as airplane pilots. If conditions are available also visit an airport and talk to airport managers, pilots, stewardesses, and air traffic controllers about their work. What is the importance of weather forecasts to these occupations. List appropriate vocabulary and map symbols for forecasting weather.	U. S. weather maps from local weather stations or newspapers. Filmstrips about weather Film: "Unchained Goddess" Available through Northwest Bell Books: Storms by Paul Lehr The Wind by Ethel Campbell * Our Changing Weather by Carroll Fenton * The Making of a Pilot, Richter, E. J. Westminster Press, Witherspoon Bldg. Juniper & Walnut Sts. Philadelphia, PA c 1966 gr. 5-7 19107 Newspapers and magazines Resource person: Mr. Labore, Airtraffic Controller, Bismarck Airport Songs: "Who Has Seen the Wind", p. 250 Mastering Music VI A.B.C "Signs of Weather" p. 100-101 Mastering Music VI American Book Co

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		16 mm film "You and the Weather" Texaco Inc. Mr. R. B. Smithwick 1570 Grant Street Denver, Colorado 80203 Air Masses and Fronts Dept. of Air Force Air Force Film Library St. Louis, Mo 63125 Civil Defense Field Trip Weather Bureau Control Tower



Signs of Weather *(Canon)*

Music and Words by James Niblock

Andante

1. Eve - ning red and morn - ing grey, Is__ the sign of
2. Eve - ning red and morn - ing grey, Send__ the sail - or

1. Eve - ning red and morn - ing grey,
2. Eve - ning red and morn - ing grey,

sun - ny day; Eve - ning grey and morn - ing red,
on his way; Eve - ning grey and morn - ing red,

Is__ the sign of sun - ny day; Eve - ning grey and
Send__ the sail - or on his way; Eve - ning grey and

Bring down rains__ up - on our head.
Bring down rains__ up - on his head.

morn - ing red, Bring down rains__ up - on our head.
morn - ing red, Bring down rains__ up - on his head.

CAREER DEVELOPMENT ACTIVITIES

GENERAL OBJECTIVE: To make school subjects more meaningful

CONCEPT: An understanding of science helps people in their work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will list five occupations related to magnetism and electricity

SUGGESTED SUBJECT AREA Science - Electricity and Magnetism

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Visit an electric shop and repair service. 2. Have an electrical contractor visit the classroom to tell about his work. 3. Visit a hydroelectric plant or coal burning plant for information about workers involved in the generation of electricity. 4. Write to an electrical generating plant for information on workers there.	In covering the unit on magnetism and electricity discuss the fact that many jobs are associated with magnetism and electricity. Make electric applications from dry cell - bell, light code	MDU field trip Garrison Dam - pamphlets Resource people Electrician - local Science Handbooks (State Dept) Communication by Electricity filmstrip from MDU Slides on gas and electricity and film to made available for class use.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world of work.

CONCEPT: To expand concept that an understanding or advances in science help many people to change occupations.

SPECIFIC BEHAVIORAL OBJECTIVE: Students show that they have developed an awareness of the importance of space exploration and its significance to life and work by listing three ways that the space program affects the world of work and three ways that it affects our lives.

SUGGESTED SUBJECT AREA Science - Space Progra

SUGGESTED GRADE LEVEL 6'

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Start with word lists of people, places and things to be kept up as study progresses. Start scrapbook of people, areas of work, news and industry related to the space program. Display charts, graphs, maps posters, missiles, spaceships, etc.	Begin by reviewing most recent space flights or space achievements. Present reports on Apollo. Students may report on the Mercury and Gemini programs to reveal prior planning and progress made before Apollo flights.	Encyclopedias, newspapers, magazines, brochures, booklets, pamphlets. NASA Free films and booklets: "Tommy Looks at Space" B. F. Goodrich Co Akron, Ohio *16mm film - What is Space? (11 min) I-J (the universe) 1864 color Encyclopedia Britannica Adventure in Space, International Business Machines Corp. America In Space - Apollo Mission Highlights Before Saturn - NASA Books: *What Does An Astronaut Do? Dodd, Mead Publishing Co. *Kit material - Jobs related to space program - find these and reproduce. Learning About Space Careers by NASA U. S. Gov't Printing Office.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Correlates well with chapter in text

You are in a space ship crew originally scheduled to rendezvous with another ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. To rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through number 15, the least important.

_____ box of matches _____ food concentrates _____ 50 ft. of nylon rope

_____ parachute silk _____ portable heating unit _____ life raft

_____ two .45 calibre pistols _____ one case dehydrated milk

_____two 100-pound tanks of oxygen _____ signal flares

_____ magnetic compass ____ 5 gallons of water

_____ first aid kit containing injection needles

_____ solar - powered FM receiver-transmitter

_____ Stellar map (of the moon's constellation)

_____box of matches

_____ food concentrates

_____ 50 ft. of nylon rope

_____ parachute silk

_____ portable heating unit

_____ Life raft

_____ two .45 calibre pistols

_____ one case dehydrated milk

_____two 100-pound tanks of oxygen

_____ Signal flares

_____ magnetic compass

_____ 5 gallons of water

_____ first aid kit containing injection needles

_____ solar - powered FM receiver-transmitter

_____ stellar map (of the moon's constellation)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to understand that specialization leads to interdependancy, by listing at least five special occupations that are needed by the space industry for success.

SUGGESTED SUBJECT AREA Science - Problems and Occupations

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Do research about space problems food, clothing, medical needs of spacemen. 2. Complete biographical sketches of people in history up to present who have been connected with space and related fields. Example Werner Von Braun, Jules Verne, and astronauts. 3. Build and fly model planes. 4. Assemble and launch a toy rocket.	Discuss various occupations that provide clothing, food, medical service, etc. to the space industry. Notice the progress of techniques changes from first launching.	Newspapers, Magazines, films and model planes and rockets Into Space with Astronauts Scharff, Robert, New York Groosett & Dunlap, c 1965 gr. 4-5 The Uses of Space, Bova, Benjamin; New Yo Holt Rinehart Winston, Inc. C. 1965 gr 5- Filmstrips: The Space Age Int/Jr.$73.50 Series 131 (a-i) (9) Eye Gate- 14601, Archer Avenue Jamaica, NY 2001-16mm. P/I Airport in the Jet Age - 11 min *Kit material - Jobs related to space program - find these and reproduce. Learning About Space Careers by NASA U. S. Gov't Printing Office Free Film: The Year 1999 A.D. Ford Motor Film Lib. The American Rd., Dearborn, Michigan 4812

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will demonstrate his knowledge about the space industry by listing three ways that a person in the space industry makes use of the things studied in school.

SUGGESTED SUBJECT AREA Science - Space indus

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read, do research, give book reports of careers in the space industry.	1. Continue discussing the space program.	Filmstrips - Bismarck Filmstrip Library 498 - How Rockets Work Current articles in newspapers, magazines Book How Scientists Find Out, Lotspeicht, Wm. D. Boston , Ma. Little Brown C 1965 gr. 6-12 Resource speakers.
2. In art, design space ships and space stations. Draw plan to scale.	2. Discuss how the subject areas now being studied in school would be used by a worker in the space industry.	
3. Have guest speakers from the Armed Forces or other knowledgeable person who can tell about the space program.	3. Discuss how a person with an art background would be needed in the space industry.	
4. Make lists of career possibilities, discuss needs and ability requirements of each.		
5. Put up bulletin board from up-to-date pictures and clippings.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

As the melody is sung, take turns playing this easy piano accompaniment. Note that each phrase moves up—steadily.

Rocket Ship

WORDS AND MUSIC BY HOAGY CARMICHAEL

1. Step in - to my rock - et ship and zoom a - way with me,
2. Turn the rock - et throt - tles on and see the way we climb,
We'll fly to the moon, a mil - lion miles a - bove the sea.
Now the place we start - ed from's no big - ger than a dime.
Earth and sky will dis - ap - pear as we climb in - to space,
Mars will soon ap - pear and look as big as our own Earth,
You will be my rock - et - eer and I will be your ace.
We will cir - cle Mars and then dive home for all we're worth.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful

CONCEPT: Recreational activities create kinds of work found in various areas.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will list five occupations involved with local state, and national areas of conservation.

SUGGESTED SUBJECT AREA Science

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Contact the State Conservation Department for information about their workers in the field of bird banding, bird refuges, wildlife preservation, game laws and how they vary with the seasons, park service workers and rangers. 2. Contact florists, nurserymen, and gardeners for ideas in how to better care for the home yard in care of plants, pruning of trees, lawns, root and bulb storage, etc. 3. Visit Agronomy Farm 4. Take Field Trip to a Tree Nursery	1. Discuss what the word conservation means. 2. Ask students why it was necessary for workers to be hired to work in the conservation area. 3. Make list of 5 occupations involved with local, state and national areas of conservation. 4. Make booklets. 5. Project Area to Future planning. Burbank, etc.	Pamphlets People from state department Mr. Jensen - State Game & Fish Comm. Abner Lee - Soil Conservation Service Slides on erosion State Health Dept for contact people Park Service Field trips Filmstrips from Bismarck School System Library books texts (supplementary) * Conservation of Natural Resources in North Dakota, Hove * Fish and Wildlife, Colby, C. B New York, NY Coward McCann c 1955 gr. 4-5 others by same author - * Park Ranger, * Smoke Eaters, * Soil Savers (Careers in conservation) Tall Timber, Coward 1935 Colby, Caroll

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		Medora Field Trip (one day - erosion plants, animals, historic lore) Song: "Come Fetch The Axes" p. 120-121 Making Music Your Own Silver Burdette c 1971 16 mm film *Forest Ranger (13 min) N. 632 color Encyclopedia Britannica Science Conserves the Forest (16 min) I-JH 2685 color Field Trip - Nursery The Conservation of our Resources (A-I) IF99 9 films 5 cassettes Eyegate

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CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world of work.

CONCEPT: A. To expand the concept that advances in sciences change work. B. Some people specialize in their work to keep us healthy and be productive worker

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA Science
Physiology and Safety

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Corresponds with the chapter in text -"Senses and Signals and Your Living Body" Read to be knowledgeable of facts to explore. Arrange for a planned lecture tour through the clinic arranged by the business manager (Q & R Gil Olson) Divided into three groups I Therapy Room - interns II X-ray - Dr. Imes III Technicians Lab - nurses Have students question personnel in each area to determine what advances in science have been made in the last five years that have changed their work. Arrance for a field trip to a veterinarian	To appreciate and maintain physical and mental fitness; to know functions of the body parts in coordination--one can fulfill this goal by studying certain aspects in the laboratory. Lecture and question-answer period. Practical Personal Hygiene Reports Posters Explore scale workers in this field (Make a people pyramid) Have school nurse discuss proper care of bone injuries, first aid for lacerations, etc. When studying "Senses Signals," there is an excellent opportunity to bring in information on drugs.	1. Texts and supplement texts 2. Encyclopedias 3. Posters (large and colored) 4. Human body - hanging chart 5. Overhead film transparencies the Human Body for Grades 5-9 by Ortleb and Cadice. 6. 3-D objects - the visible man, teeth 7. Clinic labs 8. 16 mm film - Bell Telephone Co. The Brain - Human Body (Bism Films) Bell Telephone, *Hemo, the Magnificent (circulation of the blo Gateways to the Mind (Senses and Signals The Doctor (17 min) P-I 2743 Color "Breath of Life" City Health Dept. Drug films - Bis. Police Dept. Glen Dolan, Guidance Dept. Public Instruction A Place to Get Well, March Sharp and Dohme Film Library, West Point, Pennsylvania 19486 *Visit to Junior High School

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		9. Filmstrips - catalog available through Will-Moore School, Bismarck 907-915 Health 908 Heart and Lungs 902 Heart & Circulation 266, 901 Digestion 516-519 Body Cells 255 Nose and Throat 254,902 Ears 483, 484, 253 Eyes 493-496 Health Series 898-906 Structure & Care Series 905 Man's Battles Against Disease 251-252 Teeth 997 Teeth with record Many others on various parts of syste 69 Your Body and How to Take Care of It (A-I) F69 Eye Gate *#213 Health Services, Educ-Craft, In 69 (A-I) A Primer of Physiology F69 (A-I) Eyegate 10. Resource People: School Health Nurse Mr. Feist - Fire Dept. (Civil Defens Artificial Respiration) Clinical Personnel Specialists - Dr. Alice Peterson (drugs) 11. Books: Nurses and What They Do - Kay, Eleanor, R. N.; Franklin Watts, New York, New York.

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		Walter Reed - Boy Who Wanted to Know Higgins, Boyd, Helen Will and Charlie: Mayo Boy Doctors Hammontree, Marie Bobbs Merrill, New York, New York What Does A Veterinarian Do, Compton, Grant, New York, Dodd-Mead c 1964, gr. 4-6 Magazines on current health problems 13. Song: "Anatomy Lesson"

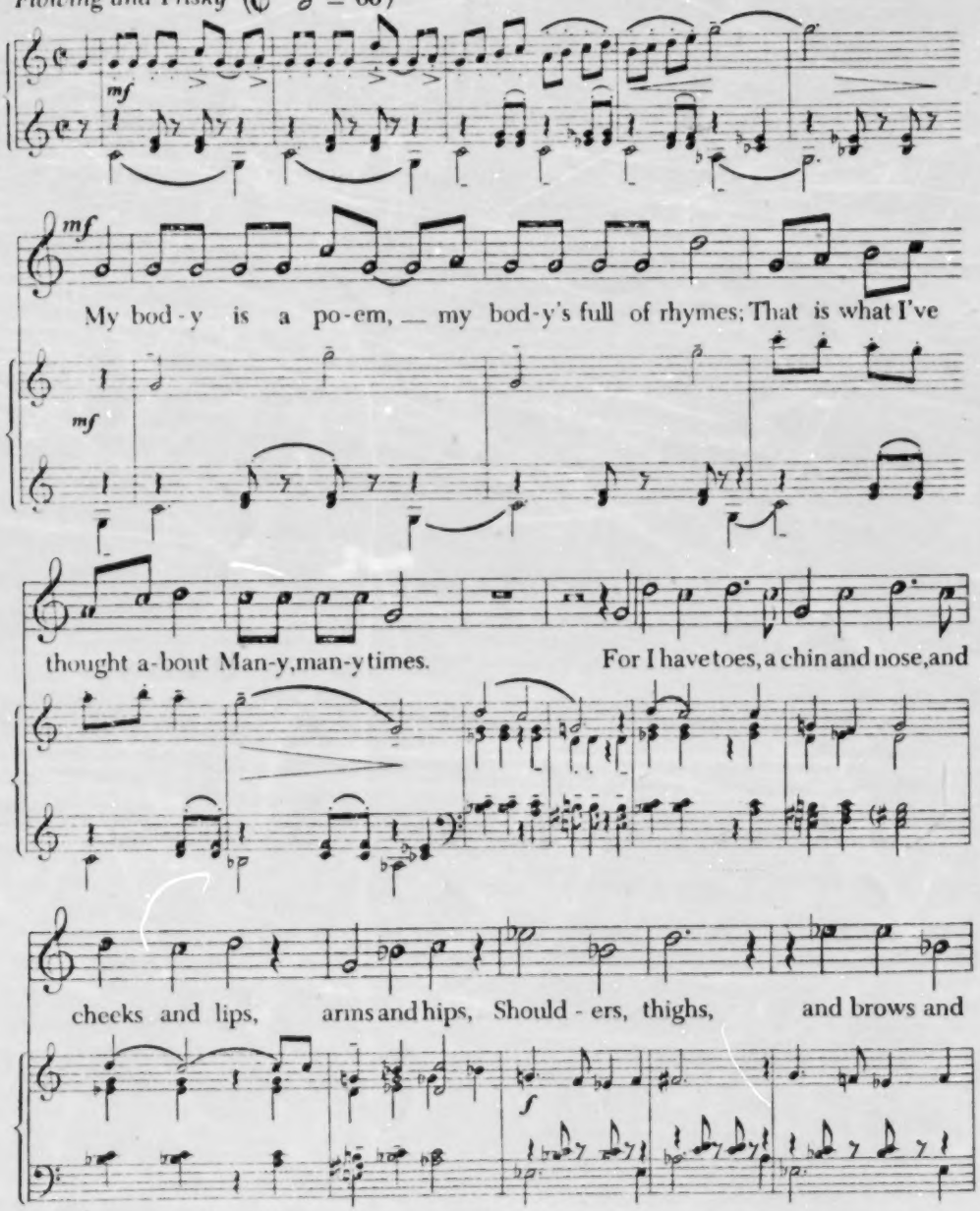
58

Anatomy Lesson

ILO ORLEANS

Norman De lo Joio

Flowing and Frisky (♩ = 66)


mf
mf
My bod - y is a po - em, — my bod - y's full of rhymes; That is what I've
mf
thought a - bout Man - y, man - y times. For I have toes, a chin and nose, and
cheeks and lips, arms and hips, Should - ers, thighs, and brows and
f

eyes, Fin-gers, thumbs, Ears and drums, Tooth and tongue, Heart and lung.
That is how I fig-ured out man-y man-y times, My bod-y is a po-em — be-
mf
f
cause it's full of rhymes, be-cause it's full of rhymes.
P
f
mf P

NORMAN DELLO JOIO, a leading American contemporary composer, was born in New York City in 1913. Dello Joio's direct contact with many contrasting styles is reflected in his own music: old church music, American jazz, Italian opera, and study with the famous modern composer, Paul Hindemith.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a wide and varied interest that will open up an expanded basis for vocational choice.

SPECIFIC BEHAVIORAL OBJECTIVE: List three major characteristics and three requirements of different careers and occupations related to nutrition.

SUGGESTED SUBJECT AREA Science - Health (Nutrition)

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Have pupils keep a record of their own diets for a few days and then compare it to the Basic 4 Food Plan. (Pupil's record should be kept private and for his use only) The N. D. Wheat Commission has excellent teaching aids for this activity.	1. Check current newspapers and magazires for articles about current nutritional findings.	1. Texts, supplementary texts.
2. Use school lunch menu for discussion on proper nutrition. Analyze the week's menus to see if it meets proper nutritional requirements.	2. Look in reference books for information about James Lind, Takaki(Japanese), and Joseph Goldberger who worked in the field of nutrition.	2. Pamphlets, other resource materials: (free or low cost materials on nutrition) a. National Dairy Council 111 N. Canal St. Chicago, Il 60606 b. N. D. Wheat Commission 321 N. Fifth St. Bismarck, ND c. American Dietetic Assn- 620 N. Michigan Ave. Chicago, Il 60611 d. American Institute of Baking 400 E. Ontario St. Chicago, Ill 60611 e. Cereal Institute 135 S. LaSalle St. Chicago, Ill 60603 f. General Mills, Inc. 9200 Wayz Blvd Minneapolis, MN 55426 g. National Livestock & Meat Board 36 S. Wabash Ave. Chicago, Ill 60603
3. Make menu posters of a day's menu, using the Basic Four Food Plan as a guide. Have students judge other student posters to see if its a balanced menu.	3. Prepare reports on world-wide problems of nutrition and food shortages in the world.	
4. Display menues, food groups. meals, etc by mobiles.	4. Have students do research on some of the various careers in the field of nutrition (dietician, home economist, food chemist, food service manager, cook, chef, etc.) See Home Ec. Clusters.	

(continued)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		3. Resource Persons: State Nutritionist - State Health Dept. School Lunch Supervisor MDU Home Economics Dept. 4. Books: a. The Wonderful World of Food John B. Orr (Doubleday) b. Your Food and You Herbert S. Zim (Morrow) c. *Looking Forward to a Career Jo Nelson (Dillon Press) d. Careers for Youth in the Food Industry (pamphlet) A. J. Heinz Co Pittsburgh, PA. 5. Filmstrips a. Your Food - Chance or Choice (order from Nat'l Dairy Council) b. Other filmstrips available from N. D. Wheat Commission *c. Home Economics #212 Edu-Craft, Inc 6. Films: A. (free) Hold High the Torch (proper nutrition is essential for Olympic participants to be physically fit) Order from Nat'l Dairy Council B. N. D. State Health Dept. Prefer you write, not call requests. In Bismarck films must be picked up and returned. 1. What's Good to Eat - 17½ min color 2. Four Food Groups 11 min color 3. Something You Didn't Eat 15 min color 4. Why Clean your Teeth 12 min, color

HOME PREVIEW ON NUTRITION

1. Do the children help in planning meals? Yes _____ No_____

   Do they help in preparing the preparing the meals? Yes _____ No _____

2. Check the meals your family eats together. breakfast _____ lunch _____

   dinner _ ___

3. List the three snacks most popular for your family.

   (1)

   (2)

   (3)

4. Are home menus planned using the Four Basic Food Groups?

   Yes _____ No _____

5. Do you budget the amount of money spent on groceries? Yes _____ No _____

6. Do you plan your menus a week ahead? Yes _____ No _____

7. What food group (protein-meat, vegetable, fruits, bread and cereals-

   milk - cheese) is most liked by your family? 1. _____

   2. _____ 3._____ 4. _____

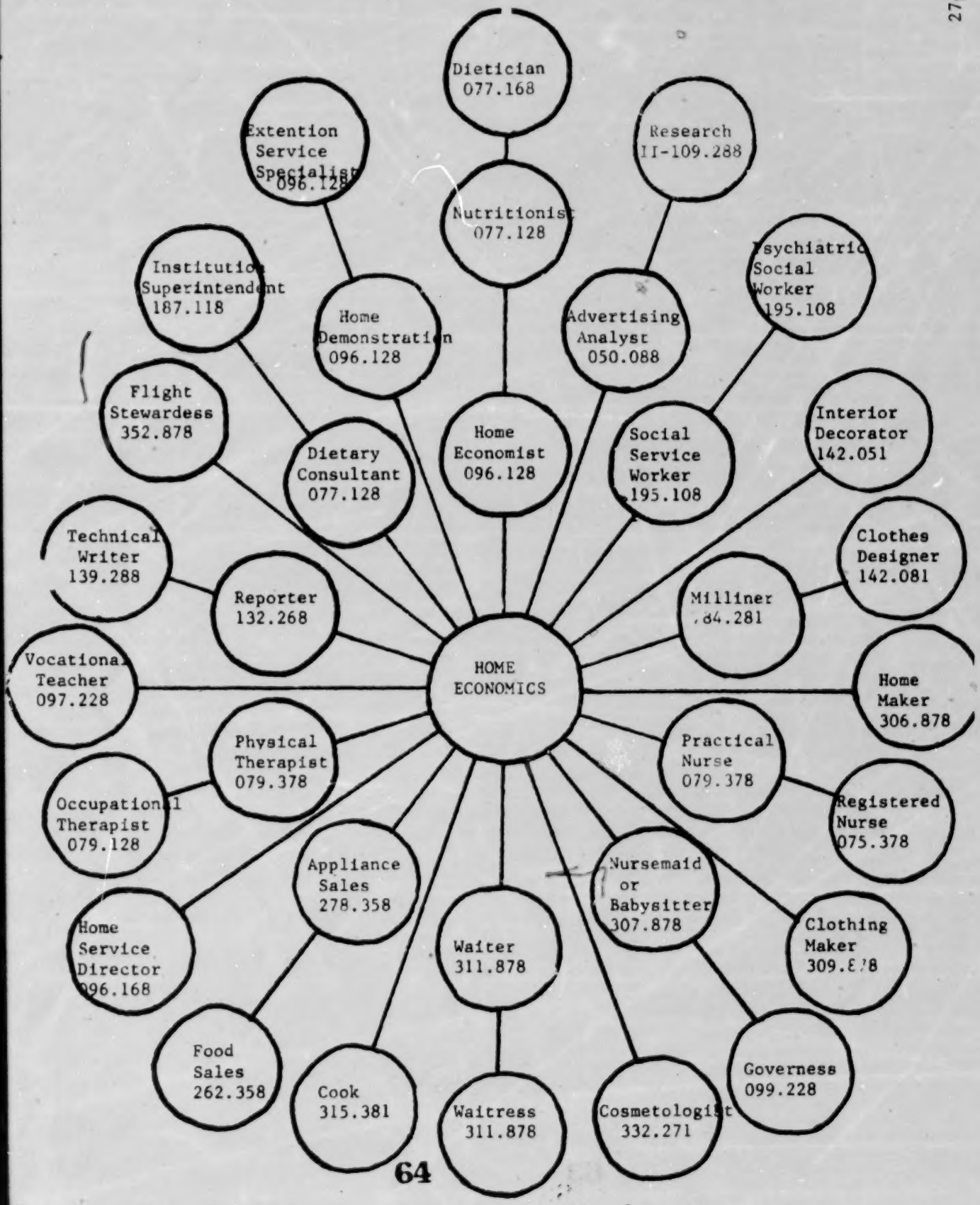
8. What food group is used least by your family? 1. _____

   2. _____ 3. _____ 4._____

9. What areas in nutrition would you like your child to study?

10. Comments:

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HOME ECONOMICS



HOW TO SCORE YOUR DIET

This score sheet is a device by which you can score your diet quickly. Its system has been simplified to avoid awkward decimals, as explained on the inside back cover. Suggestion for using it is to place a check (√) beside each food you have eaten during one day. After you have done this, add the values of these foods on each double page. When all of the pages are in place you may then add up the figures for meat, vegetables, cereals, and so forth, to obtain your total score. Finally, compare these with the recommended daily allowances on the last page. You may then discover what foods you need to add to improve your diet.

The blank pages in the back may be used in planning the pattern of meals in the total day's diet.

The number of foods which could be included in this booklet is necessarily limited. With some foods you will need to figure what is in the food. For example, vegetable stew:

Beef 1 portion **Potatoes 1 portion**
Carrots 1 portion **Tomatoes ½ portion**
Gravy 1 portion

RECOMMENDED DAILY ALLOWANCES EXPRESSED IN UNITS

Adapted with practical modifications from the Recommended Dietary Allowances of the National Research Council, 1963.
Refer to inside back cover for explanation of units.

	Age (years)	Weight (lbs.)	Height (in.)	Vitamin D Units	Calories	UNITS Protein	Calcium	Iron	Vitamin A	Vitamin C	Thiamine	Riboflavin	Niacin
Infants up to 1 year		[illegible]		400	Kg x 115 ±15	Kg x 2.5 ±0.5	70	Kg x 1.0	1,500	30	40	60	60
CHILDREN	1–3	29	34	400	1,300	32[illegible]	80	80	2,000	40	50	80	90
	3–6	40	42	400	1,600	400	80	100	2,500	50	60	100	110
	6–9	53	49	400	2,100	52[illegible]	80	120	3,500	60	80	130	140
BOYS	9–12	72	55	400	2,400	600	110	150	4,500	70	100	140	160
	12–15	98	61	400	3,000	750	140	150	5,000	80	120	180	200
	15–18	134	68	400	3,400	850	140	150	5,000	80	140	200	220
GIRLS	9–12	72	55	400	2,200	550	110	150	4,500	60	90	130	150
	12–15	103	62	400	2,500	620	130	150	5,000	80	100	150	170
	15–18	117	64	400	2,500	580	130	150	5,000	70	90	130	150
MEN	18–35	154	69		2,900	700	80	100	5,000	70	120	170	190
	35–55	154	69		2,600	700	80	100	5,000	70	100	160	170
	55–75	154	69		2,250	700	80	100	5,000	70	90	130	150
WOMEN	18–35	128	64		2,100	580	80	150	5,000	70	80	130	140
	35–55	128	64		1,900	580	80	150	5,000	70	80	120	130
	55–75	128	64		1,650	580	80	100	5,000	70	80	120	130
Pregnant (3rd trimester)				400	+ 200	+ 200	+ 50	+ 50	+ 1,000	+ 30	+ 20	+ 30	+ 30
Lactating				400	+ 1,000	+ 400	+ 50	+ 50	+ 3,000	+ 30	+ 40	+ 60	+ 70

	Calories	Protein	Calcium	Iron	Vitamin A	Vitamin C	Thiamine	Riboflavin	Niacin
TOTAL DAY'S INTAKE									

UNITS (for conversion to grams or milligrams, see inside back cover)

Food	Size of Serving		Calories	Protein	Calcium	Iron	Vitamin A	Vitamin C	Thiamine	Riboflavin	Niacin
PROTEINS											
Milk											
Whole	1 cup (8 oz)	1	165	85	28	2	390	3	10	40	3
		2	330	170	56	4	789	6	20	80	
		3	495	255	84	6	1,170	9	30	120	
		4	660	340	112	8	1,560	12	40	160	12
Evap., vitamin D enriched	½ cup + ½ cup water		175	88	30	2	500	2	6	45	3
Skim, and nonfat buttermilk	1 cup (8 oz.)		85	85	30	2	10	3	9	45	3
Vitamin D enriched	1 cup (8 oz.)		165	85	28	2	385	2	10	40	2
Meats and Fowl **(For all fried meats and fowl, add 100 calories per serving.)**											
Bacon, crisp	(See Fats)										
Beef, lamb, mutton, veal (roasted or broiled)	1 serving (¼ lb.)		240	190	1	25	..	..	6	15	40
Frankfurter, cooked	1 average		125	70		6	..	..	8	9	12
Hamburger, lean, cooked	1 large patty (¼ lb.)		300	182	1	27	..	..	6	14	37
Liver, cooked	1 serving (¼ lb.)		140	200	6	70	44,000	30	26	330	140
Liverwurst, braunsweiger	1 slice (15 per lb.)		80	50	..	16	1,730	..	5	34	14
Other luncheon meats	2 slices		85	60	1	10	..	..	5	5	5
Pork or ham (roasted)	1 serving (¼ lb.)		300	165	1	25	..	..	80	19	43
Pork chops, cooked	1 loin chop		300	165	1	25	..	..	80	19	43
Pork sausage, cooked	2-in. patty		185	65	..	10	..	..	20	10	13
Broiler	½ medium (½ lb. meat, no bone)		334	440	3	30	..	..	17	35	220
Fowl, roasted or stewed	1 serving (¼ lb.)		200	200	2	20	..	..	8	15	100
Fish and Shellfish **(For all fried fish, add 100 calories per serving.)**											
Cod, haddock (cooked)	1 serving (¼ lb.)		170	180	1	5	..	..	5	9	20
Halibut (cooked)	1 serving (¼ lb.)		200	210	2	8	500	..	6	6	90
Lobster meat, cooked	⅓ cup		90	185	7	8	..	..	3	7	20
Oysters, raw	5 – 8 medium		85	100	9	56	320	..	15	20	12
stew	4 oysters + 1 cup milk		320	150	35	38	1,060	3	19	55	11
Salmon, canned with bones	1 serving (¾ cup)		140	205	19	8	70	..	3	18	80
fresh, boneless	1 serving (¼ lb.)		290	210	2	6	460	..	12	25	80
Sardines, canned	1 sardine		100	90	19	20	15	..	5	15	37
Shrimp, canned or cooked	4 – 6 medium		65	135	6	16	30	..	1	2	10
Tuna, canned	½ cup		200	290	1	14	80	..	5	12	130
Eggs **(For fried egg, add 100 calories.)**											
boiled or poached	1 medium		80	60	3	15	550	..	5	14	..
omelet or scrambled	1 egg + 2T. milk		106	68	5	13	640	..	5	17	..
Cheese											
American cheddar	1-in. cube (1 oz.)		115	71	20	3	400	..	1	12	..
Cheese spread	1 oz.		105	60	2	..	..	..	..	..	..
Cottage cheese, dry	⅛ cup		95	195	10	3	20	..	2	30	1
creamed	½ cup		155	205	12	5	270	..	..	34	1
Processed cheese	1 oz.		90	50	17	..	..	..	..	..	..
Nuts											
Almonds	12 – 15		90	28	4	7	..	..	4	10	7
Peanuts	12 – 15		85	40	1	3	..	..	5	2	24
Pecan or walnut halves	12 – 15		100	20	1	4	7	..	8	2	2
Peanut Butter	1 T.		90	40	1	3			2	2	24

TOTAL MILK, MEAT, FISH, EGGS, CHEESE, NUTS

BREADS AND CEREAL FOODS											
Enriched white or whole grain Bread	1 slice	1	65	20	2	4	..	..	6	4	5
		2	130	40	4	8	..	..	12	8	10
		3	195	60	6	12	..	..	18	12	15
Muffin, plain	1 av.		120	32	3	7	190	..	8	10	6
Roll, plain, pan	1 med.		80	21	2	5	75	..	7	6	5
Pancake	1 (4" × 4")		60	18	4	4	50	..	5	6	3
Waffle	1 (5" × 5" × ½")		216	70	14	14	270	..	14	20	10
Cereal, cooked											
Oatmeal or rolled oats	½ cup		75	25	1	8	..	..	11	3	2
Wheat	½ cup		70	28	1	7	..	..	9	5	7
Cereal, ready-to-eat, flakes	1 cup		115	27	1	9	..	..	12	4	14
puffed	1 cup		49	12	..	4	..	..	7	2	11
sugar-coated	1 cup		110	12	3	5	..	..	13	2	10
Crackers, graham	1 cracker		30	5	..	1	..	..	2	1	1
soda	1 cracker		30	7	..	1	..	..	1	1	..
Egg noodles, enriched, cooked	1 cup		107	35	1	8	60	..	22	10	17
Macaroni, rice, spaghetti unenriched, cooked	1 cup		209	62	2	7	..	..	3	2	7
FATS											
Bacon	1 strip, crisp		50	18	..	2	..	..	4	2	3
Butter or fortified margarine	1 teaspoon		35	..	..	..	165	..	..	..	..
Cream, light (coffee)	2 T. (¼ cup)		60	8	2	..	250	..	..	2	..
heavy (whipping)	2 T. (¼ cup)		100	6	2	..	440	..	..	4	..
Shortenings (Add these values to any fried food not given a listing as fried.)											
Beef suet, rendered	1 T.		120	2	..	..	70	..	..	..	..
Homogenized vegetable	1 T.		110	..	..	..	..	..	..	..	..
Lard	1 T.		125	..	..	..	..	..	..	..	..
Foods with high fat content											
Gravy (with milk)	¼ cup		100	25	7	2	225	..	4	11	2
Mayonnaise	1 T.		90	2	..	1	35	..	..	..	..
Salad dressing (French)	1 T.		60	1	..	..	..	..	..	..	..
White sauce (medium)	2 T.		50	13	4	1	165	..	1	5	1
SWEETS											
Chocolate-coated candy bar	2 oz.		270	52	5	14	..	..	3	9	3
Honey, strained	1 T.		60	1	..	2	..	..	..	1	..
Jam, jelly, syrup	1 T.		55	..	..	..	..	..	..	..	..
Molasses, medium dark	1 T.		45	..	6	12	..	..	..	..	..
Sorghum	1 T.		50	..	3	24	..	..	2	3	6
Sugar, granulated	1 T.		50	..	..	..	..	..	..	..	..
brown, dark	1 T.		50	..	1	4	..	..	..	..	..
BEVERAGES											
Chocolate malted milk shake	1 serving (8 oz. milk)		500	130	42	13	900	4	19	65	5
Cocoa or chocolate	1 cup (6 oz. milk)		180	70	22	9	300	2	8	35	3
Grape juice, sweetened	3 oz.		70	4	1	3	..	..	4	5	2
Soft drinks	1 bottle (6 oz.)		80	..	..	..	..	..	..	..	..
TOTAL CEREALS, FATS, SWEETS, BEVERAGES											

VEGETABLES

Asparagus, cooked	⅔ cup	20	24	2	10	1,010	23	13	17	1
canned green	6 medium stalks	20	24	2	19	800	18	6	8	10
Beans, green, cooked	½ cup	15	9	3	4	315	5	4	6	3
canned	½ cup	20	12	4	15	500	5	4	5	4
lima green, frozen, cooked	½ cup	110	65	5	19	220	20	10	7	8
Beets, cooked	½ cup	35	8	2	6	15	5	2	4	2
Broccoli, cooked	⅔ cup	30	33	13	13	3,500	75	7	15	8
Brussels sprouts, cooked	½ cup	30	30	2	9	280	33	3	8	4
Cabbage, raw	½ cup	15	7	2	3	50	25	3	3	2
cooked	½ cup	20	12	4	4	75	25	4	4	3
Sauerkraut	⅔ cup	25	14	4	5	40	15	3	6	1
Carrots, raw	1 large	40	12	2	8	12,000	3	6	6	5
cooked	⅔ cup	20	5	2	5	9,400	3	4	4	3
Cauliflower, cooked	½ cup	15	15	1	7	50	17	4	5	3
Corn, cooked	1 ear 5" long	85	27	1	6	400	8	11	10	14
canned	½ cup	90	39	3	7	260	7	4	7	12
Dried navy beans, peas, cooked	½ cup	115	70	5	25	..	..	6	6	10
Leafy greens										
Beet tops, spinach, cooked	⅔ cup	30	25		25	10,000	35	8	20	6
Lettuce	⅓ head									
Celery	2 pieces	10	5	2	2	100	4	2	3	2
Cucumber	8 slices									
Onions, egg plant, cooked	½ cup	40	10	3	6	80	8	3	4	3
Peas, green, cooked	½ cup	60	38	2	15	600	12	20	11	20
canned	½ cup	70	36	3	17	550	8	10	5	8
Potatoes										
Sweet, baked	1 medium	180	26	4	11	12,000	30	12	8	9
Sweet, canned	½ cup	100	20	3	8	9,000	15	5	4	5
White, boiled, peeled	1 medium	85	20	1	7	20	15	9	3	10
baked, without skin	1 medium	100	24	1	8	20	17	11	5	14
French fried, shoestring	10 pieces	200	27	2	10	25	15	9	6	17
hashed brown	½ cup	240	33	2	12	30	7	8	6	17
Pickles, sweet cucumber	1 medium	10	1	1	1	10	..	..	..	..
Dill	1 large	15	9	4	2	420	8	..	8	..
Rutabagas, cooked	½ cup	25	6	4	3	270	16	4	6	5
Squash, winter, baked	¼ cup	50	19	2	8	6,000	7	5	15	6
Tomatoes, canned	½ cup	25	12	1	7	1,250	20	7	4	8
juice, canned	½ cup	20	10	1	4	1,050	16	5	3	8
raw	1 medium	30	15	2	9	1,650	35	9	6	8
Turnips, cooked	⅓ cup	25	8	4	5	..	18	4	6	4
r buttered vegetables, add per serving:		50	..	..	..	200	..	..	..	..

fried, add 100 calories per serving.

TOTAL VEGETABLES

27h

FRUITS (For sweetened canned or frozen fruit, add 50 calories per serving. For sweetened fresh fruit, add 20 calories per tsp. sugar used.)

Apple, raw	1 medium	75	4	1	4	120	6	5	4	2
Applesauce, sweetened	½ cup	90	3	1	5	40	1	3	2	1
Apricots	2-3 medium	50	10	2	5	2,800	7	3	5	8
Banana	1 medium	130	18	1	9	650	15	6	8	10
Cantaloupe	½ (4½" diam.)	30	9	3	6	5,000	50	8	6	7
Cherries, sweet, raw,	15 large	60	11	2	4	620	8	5	6	4
sour, canned, unsweetened	½ cup	50	8	1	3	720	6	3	2	6
Citrus – orange, grapefruit, lemon	1 orange or lemon or ½ grapefruit or ½ cup juice	50	9	3	4	180	50	8	3	3
Cranberry sauce	2 T.	40	..	..	..	6	4	..	..	..
Dried dates, figs, raisins	¼ cup	80	5	3	9	15	..	4	3	6
Fruit cocktail, canned	½ cup	90	5	1	5	205	3	2	2	5
Grapes	1 bunch (22 to 24)	70	14	2	6	80	4	6	4	2
Peach, raw	1 medium	50	5	1	6	880	8	2	5	9
Pear, raw	1 medium	60	1	2	3	20	4	2	4	1
Pineapple, canned, sweetened	½ cup	100	5	4	8	100	12	10	2	2
fresh, unsweetened	½ cup	50	4	2	5	130	24	8	2	2
Plums, raw	2 medium	50	7	2	5	350	5	6	4	5
Prunes, cooked, unsweetened	4 medium	85	7	2	13	550	..	2	5	4
Raspberries, blackberries	¾ cup	60	10	4	9	200	25	2	7	3
Rhubarb, cooked, sweetened	½ cup	140	3	..	2	16	2	..	..	..
Strawberries	10 large	40	8	3	8	60	60	3	7	3
Watermelon	6" diam. × 1½"	170	3	4	12	3,540	35	30	30	12

DESSERTS

Cakes										
Angel	1/10th of 10" cake	150	35	..	1	..	..	..	6	1
Chocolate, white icing	1/12th of 9" cake	360	30	2	5	260	..	2	7	1
Fruit	3" × 3" × ½"	140	20	4	10	150	..	6	6	4
Plain, white icing	3" × 2" × 1¾"	300	38	8	3	450	..	2	5	2
Cookies, plain, sugar	2 (3" diam.)	130	20	1	4	50	..	6	6	4
Chocolate brownie	2" × 2" × ¾"	140	18	1	5	230	..	4	4	2
Fruit nut (rich)	2 (3" diam.)	230	15	1	5	20	5	3	3	..
Custard, baked	½ cup	200	90	16	10	600	..	8	30	1
Doughnuts, cake type	1 medium	140	20	1	6	40	..	7	6	5
raised	1 medium	120	20	2	4	70	..	7	5	5
Gelatin dessert, plain	½ cup	70	16	..	..	..	..	..	..	..
Ice cream, vanilla	½ cup (⅛ qt.)	150	28	9	1	370	1	3	13	1
Pies										
Blueberry	⅙ of 9" pie	370	10	1	7	170	5	3	3	4
Cream filling, with meringue	⅙ of 9" pie	350	75	5	8	300	..	7	24	2
Fruit (apple, peach, cherry)	⅙ of 9" pie	380	40	2	6	500	2	5	4	6
Pumpkin	⅙ of 9" pie	330	65	10	20	2,300	..	6	16	5
Pudding, cream style	½ cup	150	45	15	1	200	..	4	20	1

● **TOTAL FRUITS and DESSERTS** _____ _____ _____ _____ _____ _____ _____ _____ _____

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive self-concept that will lead to future self-fulfillment in a vocation. To help students respect and accept self and others.

CONCEPT: Advances in science have altered the occupations that produce services.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will set a weekly schedule of personal hygiene.

SUGGESTED SUBJECT AREA Science - Grooming Cleanliness

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Correlate with "Your Living Body" chapter in science text and nutrition activity. Students can make posters showing the grooming habits which they should have. Students will make a weekly schedule of personal hygiene. Take a field trip to a barber shop, beauty shop, hair stylist college. Have a group make graphs of the growth-weight records to use on the bulletin board. Have each student compare his weight-height to the graph.	Discuss proper grooming. How do it affect ourselves, others and future jobs? Do research on the various careers related to proper grooming (barbers, beauticians, hair stylist, fashion designer, modeling, dermatologists, etc.) Have a discussion why a doctor checks the weight and height of patients. 1. Is there a "correct" weight for all boys and girls? (Bring out that they're entering a faster growth period; some will enter this stage sooner than others.) 2. Why should we be concerned about our weight? (health, appearance). 	1. Texts, supplementary texts 2. Pamphlets- American Red Cross Office 3. Teacher References: Metropolitan Life (address listed below has many pamphlets and materials available for teaching health) 4. Books: *Etiquette, Jr., Clark & Twigley; Doubleday 5. Filmstrips: Health Hero filmstrips, color, 35mm with recorded sound (famous people who made contributions in advancement of health.) These filmstrips are presented to school film libraries on request and may be retained permanently. From: Health and Welfare Division Metropolitan Life Ins. Co. 1 Madison Ave. New York, NY 10010 *210 Personal Services, Edu-Craft, Inc (includes record)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

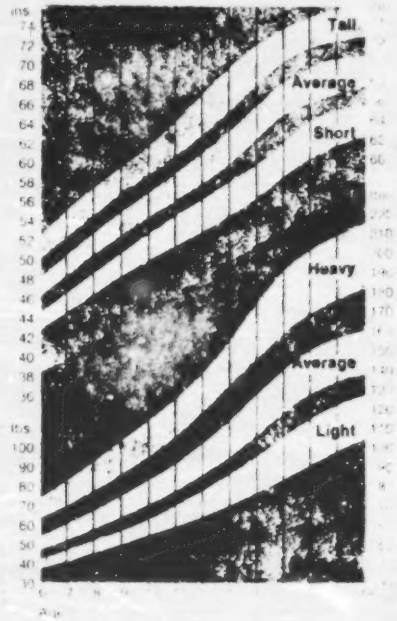
Checking Your Height and Weight

The doctor checks your height and weight to see what gains there have been since he last examined you. A loss in weight, or failure to gain over a long period, may indicate poor nutrition or a problem with your general health.

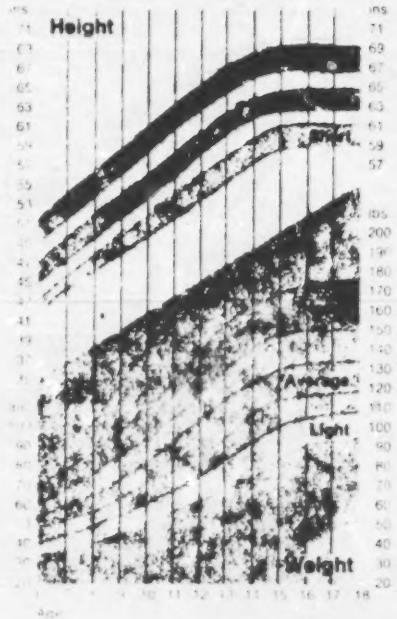
The doctor knows that there is no one *right* height or *right* weight for all boys, or for all girls, of a certain age. He always takes body build into account when he is checking a young person's height and weight.

He also keeps in mind that young people go through the period of rapid growth at different rates and at different ages. He may show you individual growth records like the ones on this page and page 96 which have normal weight and height ranges for the ages six through eighteen. Notice that weight ranges are given for young people of different body builds – light, average, and heavy – and height ranges indicate whether a youngster is short, average, or tall for his age. Tall boys and girls are usually closer to the higher weights; short youngsters are closer to the lower weights.

Physical Growth Record for Boys[1]



Physical Growth Record for Girls[1]



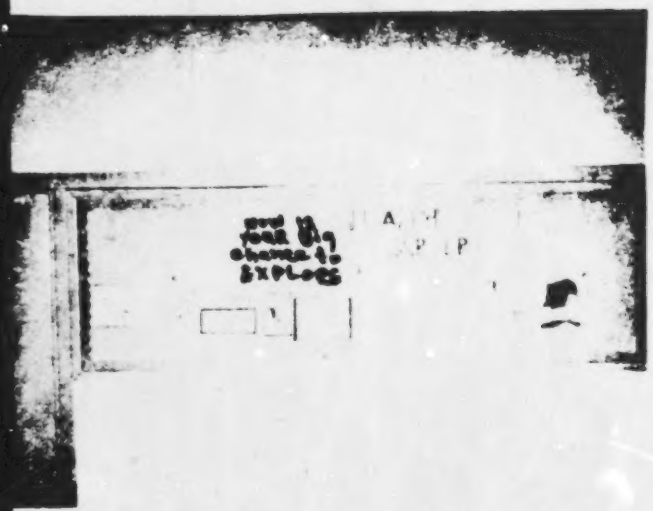
Understanding How You Grow

During a health examination, the family doctor may explain the patterns of growth for boys and girls your age. He is especially likely to do this if you mention, or if he senses, that you are concerned about your growth. You may think, for example, that your feet are unusually large or that you are too tall or not tall enough. Information of the kind the doctor may give you on matters of growth is shown on pages 98–99.

Read this material and be ready to summarize what you have learned about *growth spurts* and *individual differences* in growth.

[1] Adapted from "Physical Growth Record for Girls" from PHYSICAL BOOK III RECORD FOR GIRLS by the Joint Committee on Health Problems in Education of the NEA and AMA. Reprinted by permission of the American Association for Health, Physical Education, and Recreation.

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		6. Films (free) Good Looks, Here and Now (15 min color) Modern Talking Picture Service 9129 Lyndale Ave. S. Minneapolis, MN 55420 7. Resource persons: School nurse - cleanliness N. D. State Health Dept. (dental Office - teeth) 8. Full length mirror 9. Leaflets on health careers N. D. Health Careers Council Mr. Lee Standberg Pharmacy Dept. NDSU Fargo, ND 58102

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To impress upon the student that a healthy body and mind is essential ot a productive worker.

CONCEPT: Mental health affects physical health and vice-versa

SPECIFIC BEHAVIORAL OBJECTIVE: Students will acquire information about emotional needs and give examples of three emotional needs.

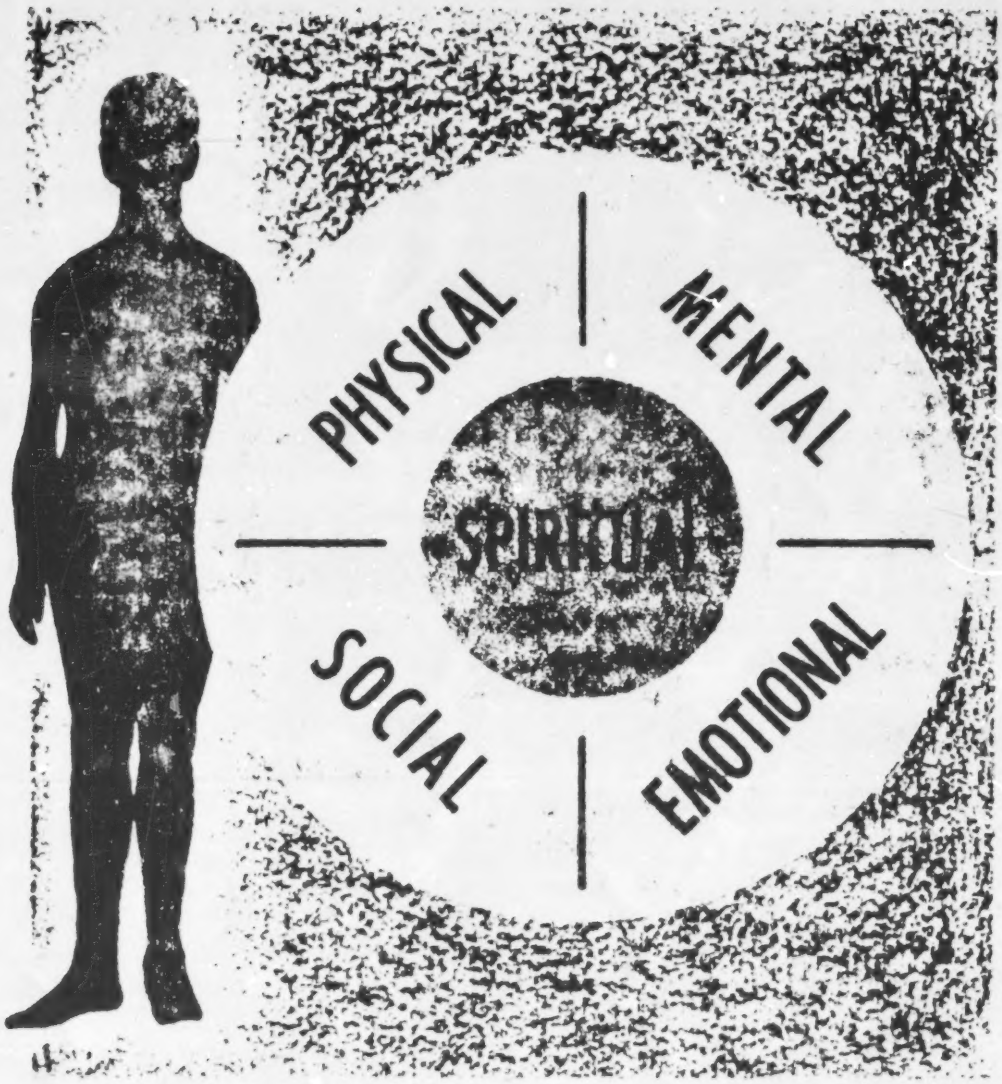
SUGGESTED SUBJECT AREA Science - Mental health

SUGGESTED GRADE LEVEL 6

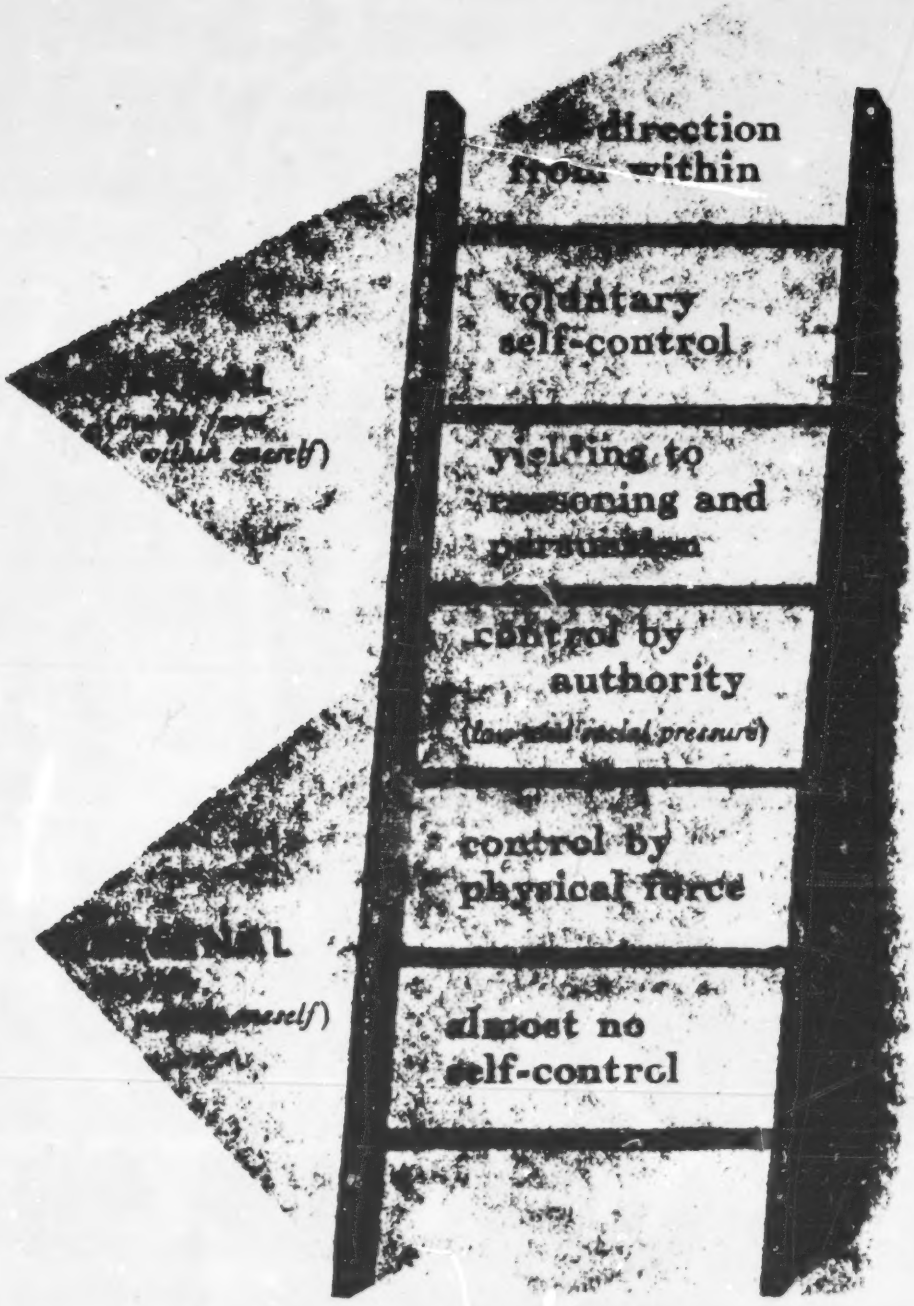
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discuss problems students have. (structure discussion in terms of other student, people, friends, etc. to avoid embarrassment; gradually lead to discussion of feelings - worry, anger, fear.) Students write a paragraph on "The Fear I Wish I could Overcome" or "The Fear I Have Overcome" Have students give examples of characters in short stories, literature who meet emotional needs. Another group could find information on characters who compensated, using substitute behavior (emphasizing strengths to make up for weaknesses) - Napoleon, Beethoven, Abe Lincoln, F. D. Roosevelt, Helen Keller, Ray Charles, John Milton.	Make a bulletin board or transparency showing the emotional needs of an individual.* 1. Need to like and be liked, admire and be admired, respect and be respected by others. 2. Need to create 3. Need to achieve 4. Need of feeling of self-worth 5. Need to set goals that one can hope to reach and be realistic about their weak and strong points. 6. Need to have a design for living. * Add to or delete from list as you see fit. i.e. Need to have good examples to follow (students could refer to biographies - Clara Barton, Lou Gehrig) Explore scale workers in the mental health field Reports Question and answer period.	1. Encyclopedias 2. Texts, supplemental texts 3. Transparencies 4. Resource people (Dick Corcoran)Locally 5. Free or inexpensive pamphlets: Nat'l Assn. for Mental Health 10 Columbus Circle New Yrok, N.Y. 10019 6. Books *About Growing Up, Nat'l Forum Foundation, American Guidance Service *SRA Guidance Series (20 booklets) *Discovering Myself - Nat'l Forum *Seeing Ourselves Nat'l Forum 7. "Red Cross Journal" Dec. 1968 ("Who Am I") 8. Filmstrips: * TF9-2 Guidance For Young People; 10 filmstrip, 8 cassettes Eyegate a. Characters Make a Difference (Eye Gate) b. Making the Most of Yourself and What You Like to Do? Society for Visual Education.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Correlates with "Your Living Body" Chapter in science.



Personality Wheel



Ladder of Self-Control

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		c. Let's Talk About Behavior Series Encyclopedia Britannica d. Maturing Boys & Girls & What is a Job? Society for Visual Educ. e. Building Work Habits Series: Barrie Didn't Report & Sandy Got Stuck - McGraw Hill f. * Me, Myself & I-Eyegate 9. Films a. Social Acceptability & Social Development - McGraw Hill b. Emotional Health c. Facing Reality d. Beginning Reality e. Are you Popular? Coronet Films *Getting Ready for Junior High

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of of occupations throughout the world.

CONCEPT: To expand concept specialization leads to interdependency.

SPECIFIC BEHAVIORAL OBJECTIVE:

Student will list at least three jobs related to sound.

SUGGESTED SUBJECT AREA Science - Sound & Hearing

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Have a few students interview a music teacher and find out how their job is related to sound. 2. Study xylophone . Fill bottles with water to heights to make notes. 3. Have a speech therapist or speech teacher come into the classroom to explain how their job is closely related to sound. 4. Use Hearing Test apparatus (school's) 5. Visit a building supply company to find out about sound proofing materials. 6. Study sound pollution in industrial neighborhood	Discuss how sound plays a very important part in our lives. How? Have student tell about some workers who are very closely involved with sound. Discuss noise pollution problems we have in the world today.	Texts Library books Resource people - Bell Telephone Co. filmstrips opaque projector for pictures 16 mm film from Northwest Bell Telephone A Sense of Hearing #796 - 10 min Song: "Randu to Andrew" p. 215, Electronic Computer, Mastering Music - ABC Miss Holtan - Bismarck Schools

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To show the relationship between subject matter and the "World of Work".

CONCEPT: To expand the concept an understanding of science and specialization leads to interdependency in their work.

SPECIFIC BEHAVIORAL OBJECTIVE: Students are able to state five jobs related to matter and energy in our everyday lives.

SUGGESTED SUBJECT AREA Science - The Senses
Eye sight unit

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Have a professional photographer come into the classroom to illustrate how chemical changes are useful in picture making. 2. Use a chemistry set to illustrate chemical change. 3. Plan a visit to a drug story and pharmacy department. 4. Make a study of local industries such as soap factory to see and learn about the use of elements as raw materials, chemical changes and other phases of chemicals involved in industry.	During the unit on matter and energy many jobs and workers can be introduced as you are going through the unit. Do experiments with home chemistry sets.	Science Text Encyclopedias Local personnel Field trips North Dakota Elementary Science Handbooks Tinker Toys Visit Photographer's Business

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SUGGESTED CORRELATION FOR THIS ACTIVITY:

Correlated with light unit in Science or the Eye (senses and signals)

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN SOCIAL STUDIES

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide more specific observational experiences about the work done throughout the world.

CONCEPT: To expand concept that a society needs both a producer of goods and a producer of services.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will construct an imaginary map of a chosen area. (use a legend or key)

SUGGESTED SUBJECT AREA Map and Globe Work

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have students collect and mount pictures showing workers that need to use maps in their work. Needs of being able to read a map: 1. Taxi driver 2. Tourist 3. Housewife 4. Pilot 5. Truck drive 6. Visitor to a large building or city. 7. You	1. What workers are involved in making maps and globes? 2. What are needs of people today to be able to read a map? (legend) 3. What determines location of road sites today? railroad? towns? (Bring into focus history factor) 4. What conditions contribute to size of cities? (industries and people) 5. Study urbanization. 6. Have students make an imaginary island or country map - work in terms of map reading (longitude, latitude, etc)	Weekly Reader - Columbus Ohio Maps Skill Booklet Road maps - Airway maps Encyclopedias Map workshop World Geography by Roeder, Oxford book company - c 1965 Resource people Air traffic maps texts Films and Filmstrips: Bismarck School System (Sept) Reading Weather Maps 407-412 Learning to Use Maps 246 Latitude, Longitude and Time - Use of maps M21-M30 Maps and How to Use Them Series (10) with cassette tapes EyeGate '71 Instructional material 14601 Archer Avenue, Jamaica, NY 11435 (5.50 to 6 each) 16 mm House of Man Encyclopedia Britannica *16 mm. Jobs in the City (Manufacturing services, Women at Work

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

CONCEPT: To expand concept that geographical location determines kinds of work found therein.

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA History Areas of Ancient Civilizations - Egypt, Greece, Italy, S. W. Asia to Indus River

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have architect visit school. Make a study of buildings Functionalism vs elaborate more ornate ones.	1. Compare architecture through the ages 2. Study the coming about of craftsmen from early man's needs. 3. What workers and people were involved in trade. 4. Compare modern work methods with those of ancient civilizations.	Texts - selective material from encyclopedias Films - Claudius, Boy of Ancient Rome Ancient Greece - Bismarck School List. Filmstrips (by country) Egypt, Greece, Near, Middle &Far East Rome, India, China, etc. Books: Mapping the World, Colby, Carroll New York, NY Coward-McCann, Inc. C 1959 gr. 5-7 Transparency - 031-2 The Floor Plan - Its Relation to the House. 5 colors 5 colors 14 - with 2 overlaps EyeGate Resource people - field trip to architectural firm 16 mm. The Calendar - Our Record of Time 11 min. 2111 color The Story of Houses - 9 filmstrips and cassettes EyeGate

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

CONCEPT: To expand the concept that supply and demand of goods influences the kind of workers found in the community.

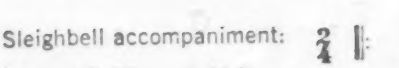
SPECIFIC BEHAVIORAL OBJECTIVE: Each student will secure one reason from a local person why the individuals ancestors came to America.

SUGGESTED SUBJECT AREA Social Studies
European Industries

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Study immigration of U. S. from Europe; percent from each area Which trades were brought with them? Introduce local trade union Discuss country differences in work and why there are those differences because of climate and environment. Drawings and map work of European peoples. Discuss their occupations.	1. Study life in countries today showing industry, people, occupations. 2. Compare the various governments to ours. Do chart or unit on government comparing them to Democracy. 3. Contrast guilds with free enterprises Discuss progress often creates jobs and workers can be trained to undertake any task.	Texts Film: Russian Life Today: Inside the Soviet Union Filmstrip: Any country - which title includes today or modern Local Trade Representative Songs: A Rovin' P.46 Making Music Your Own Silver Burdette c 1971 "Troika Riding"p. 31 ABC Book 6 "Beautiful Finland" p. 32 "Finiculi-Finiculi" (Italy Growing With Music - Prentice Hall C "Magildi Magaldi" (Welsh) Exploring Music VI Foreign Exchange Student Foreigh parents or foreign doctors.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Sleighbell accompaniment: 

G-27 A-110

Troika Riding

Adapted Words Ukrainian Folk Tune

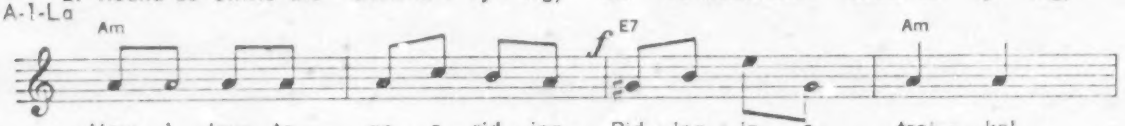
RAPIDLY

Try an accompaniment of bells with this.

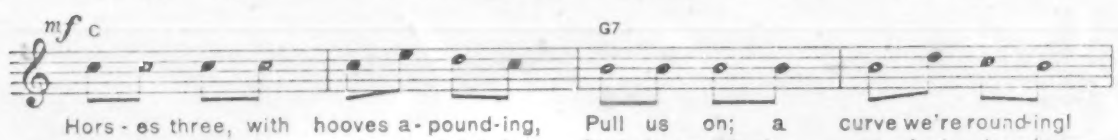
Key: A minor

1. O'er the ground we go a - fly - ing, Far be - yond the cit - y ply - ing;
2. 'Round us swirls the snow a - fly - ing, Ice be - neath the snow is ly - ing;

A-1-La



How I love to go a - rid - ing, Rid - ing in a troi - ka!
Bun - dled up, don't mind the weath - er, Snug - gled in a troi - ka!

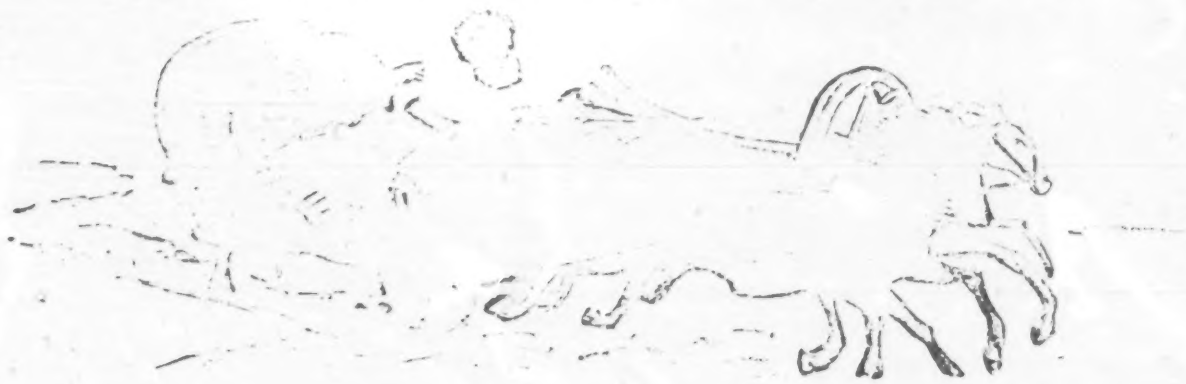


Hors - es three, with hooves a - pound - ing, Pull us on; a curve we're round - ing!
Ev - 'ry - one is out a - sleigh - ing, Skat - ing, slid - ing, or just play - ing.

1-2. Win - ter's lots of fun for me When rid - ing in a troi - ka!

A troika (troy-kah) is a vehicle drawn by three horses abreast.

This is a fine example of a minor song which is gay and lively.



To set — the air with mu - sic brave - ly ring - ing —
For mirth — was made for joy - ous lads and las - ses —

Is far from wrong, — Is far from wrong! —
To call their own, — To call their own! —

Refrain

f

Hark - en! Hark - en! Mu - sic sounds a - far! —

Hark - en! Hark - en! Mu - sic sounds a - far!

mp

Fu - ni - cu - li, fu - ni - cu - la,

fu - ni - cu - li, fu - ni - cu - la!

f

Joy is ev - 'ry-where, Fu - ni - cu - li, fu - ni - cu - la! —

The expression marks used in this song are explained in the Glossary at the back of the book.

CAREER DEVELOPMENT ACTIVITIES

GENERAL OBJECTIVE: To provide more specific observational experiences about the world of work.

CONCEPT: To expand the concept that geographical location determines different kinds of work found therein.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to list three ways how a person in Africa earns a living that could also be done in our area.

SUGGESTED SUBJECT AREA Social Studies
African Regions

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Invite a visitor from Africa to talk to class about his home, school, customs, costumes and major economic, political or religious occupations. Study U. S. involvement in African industry. Make scrapbook. Make a mural which shows many aspects of life in one of the countries. Make a list of present leaders in Africa Compile vocabulary list. Report on related articles. Reports on ways of making a living in Africa as compared to our own. Student display or exhibit on African articles direct from Africa.	Discuss the meaning of social, economic and political changes taking place in Africa. Direct learning to ways of earning a living. Contrast ways of earning a living from prinitive time to modern times. Ways of earning a living: 1. Farming 2. Raising and herding livestock 3. Fishing 4. Forestry 5. Manufacturing 6. Trading 7. Merchandizing (bazaars, markets, stores) 8. Public and domestic service 9. Building and other construction work 10. Government leaders 11. Religious leaders	Compton's Pictured Encyclopedia (use cross references) Dr. & Mrs. Gess, Highland Acres, Bismarck Filmstrips on Modern Africa (See maps (population distribution) relief occupations, rainfall, natural resources) 16 mm - Africa In Change- Bismarck Public Schools Filmstrip Libr.: African Folk Tales (record Incl.)1253-1258 Africa Capetown (83) Africa - Land of Developing Countries 449 (A-F) Concentrates on Sahara (237) Union of South Africa (138) Life in Morocco (237) Life in Northern Africa (34) Library Books at Roosevelt: 916 - G. the New Africa, Gatl 960 - Hu. First Book of Africa, Hughes 916 - Ga. Here is Africa, Gatl(des & Travel) 916.8 - Na. It Happened in South Africa, Norris

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		779.2 Bl. Masai - Herders of East Africa Bleeker F St. Children of Africa, Stinetorf E916 Da. Hassan - Boy of the Desert Darbeis 398.2 African Wonder Tales, Carpenter Rivers - Story of Nile - Congo National Geographic 16 mm film - African Rythms Association Films 660 Madison Avenue New York, New York 10022 Song: Kum Ba Yah p. 200 Making Music Your Own Silver Burdette As the Sun Goes Down p. 172-3 Mastering Music A.B.C. c. 1970 16mm film Africa - Living in Two Worlds (14 min) 2632 color Encyclopedia Britanica

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide more specific observational experiences about the world of work

CONCEPT: To expand the concept that geographical location determines kinds of work found therein.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will compare or contrast three occupations found in Asia that are found in the U. S.

SUGGESTED SUBJECT AREA Social studies Asian Geography

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Make maps showing location, (latitude and longitude) political features, relief, & boundaries in comparison to the United States. Invite a service man to relate to class Eastern Asian life as he saw it. (slides, pictures, etc.) Make scrap book. Round table discussions in which students compare persons of great importance in Asia and the United States.	Follow a study-in-depth outline of Asia. Current events from magazines, daily newspapers. Display of articles of culture. Make a time line. Point out differences and similarities of dress, religion, education occupations, standards of living, & compare. Study problems of population density in Asian areas (India, China)	Text-use many sources. Encyclopedias Library 900 Historical fiction Geographical fiction Folktales Newpapers Magazines filmstrip: (by title) Resource people - travelogue Mr. M. F. Peterson Mr. Victor Solheim (Education tours in India, S.E. Asia, Israel, etc.) with slides Weekly Reader Scholastics Magazine (weekly) "Music of Middle East" p. 157-161 Mastering Music Bk. "Taffta Hindi"

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Art projects murals model the clothes of an Arab nomad	To Western worlds compare governments with advancements. List natural resources with products imports and exports. Compare industrialism vs labor Discuss: Would you sooner live in Asia or in North America? Why? Why not? What jobs do you know in Asia that are not found in North America and vise versa.	Art and craft supplies, Opaque projector for pictures. Overhead for transparencies Slide projector for films Chalk - maps 16 mm film The Suez Canal Gateway to World Trade 11 min 1974 color Encyclopedia Britannic Additional Resource People: Mr. Massey (United Tribes) native of India (Pakiston) explains his work as a counsclor, his preparation for his job here and in Pakistan (excellent resource person) Mrs. Dasari - R.N. Bismarck Hospital discusses caste system, articles of dress, customs of country, her work and her family. (excellent resource person)

88

Taffta Hindi

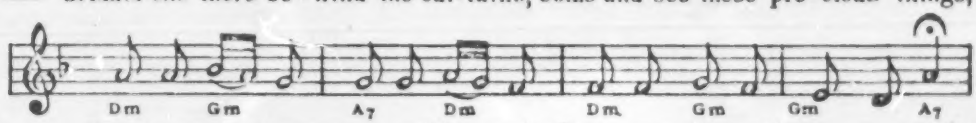
57

B. P. K.

Allegretto

Arabian Folksong
Collected by Rolla Foley

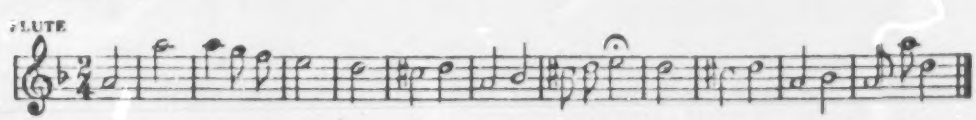
BOYS: 1. See the ped - dler, Taff - ta Hin - di,* He has silks for maid - ens fair,
GIRLS: 2. Taff - ta Hin - di, Taff - ta Hin - di, You may show us all you prize,
ALL: 3. Maid-ens there be - hind the cur-tains, Come and see these pre-cious things,



From your door-ways come and bar-gain For my silks and lac - es rare!
En - ter now the pal - ace cham-ber; Spread your wares be-fore our eyes!
Silk - en robes are quite the fash - ion, Dark or white robes, gold-en rings,

From your door-ways come and bar-gain For my silks and lac - es rare!
En - ter now the pal - ace cham-ber, Spread your wares be-fore our eyes!
Silk - en robes are quite the fash - ion, Dark or white robes, gold-en rings.

*silk from India



CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop and foster a positive attitude toward the value of fine art.

CONCEPT: To expand the concept that many people have special training for the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Students are able to show how music training will affect them later in life by listing six ways that they could make use of music in the future.

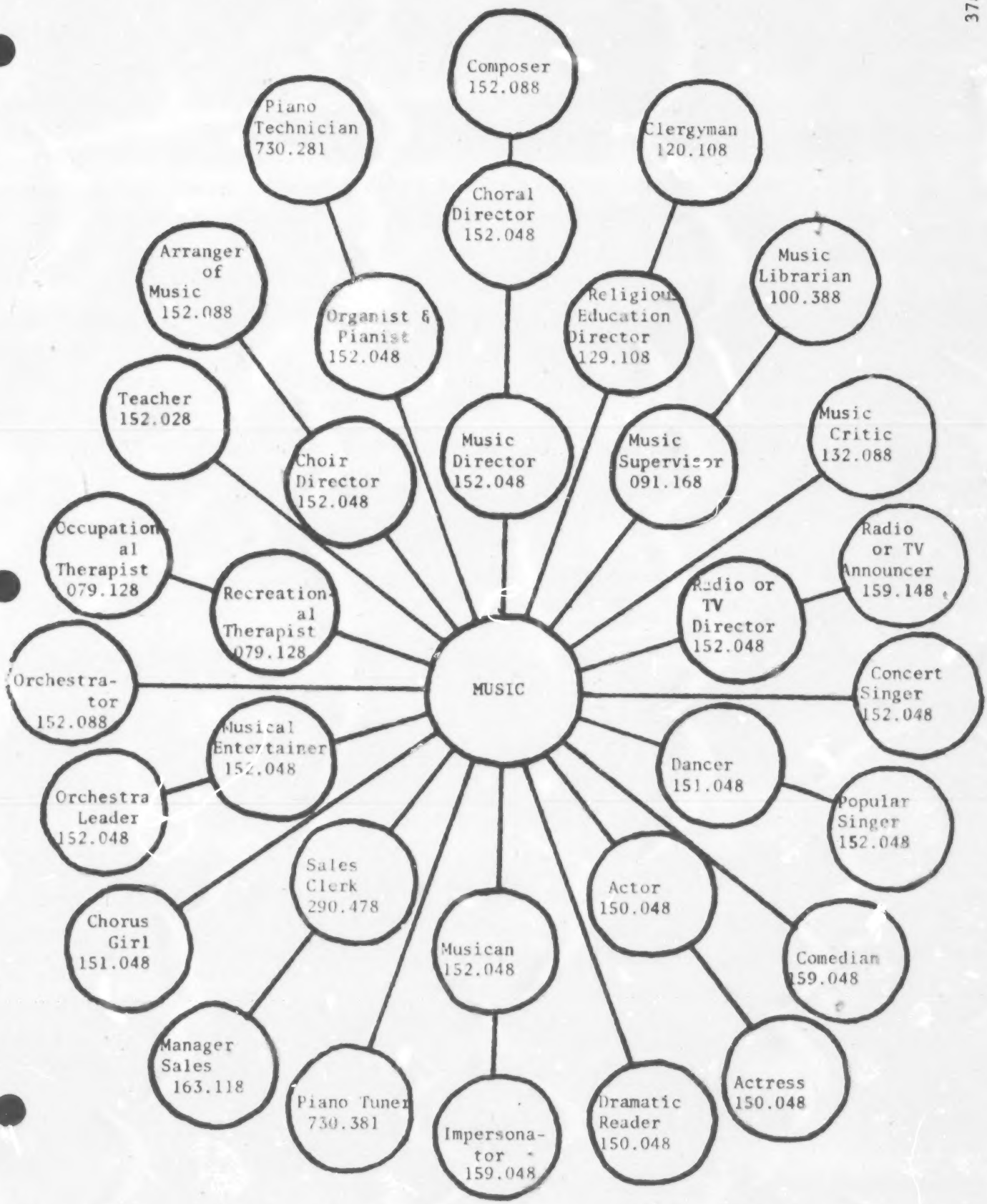
SUGGESTED SUBJECT AREA Music - Occupations

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Have students tell as many jobs as they can think of that relate to music. List these on a large piece of tagboard and mount on wall (don't forget workers involved in making instruments) 2. Have students find pictures in magazines or newspapers showing how people use music as a form of recreation or pastime. 3. When singing songs related to an occupations discuss what workers are depicted. 4. Have students make a bulletin board using the attached diagram as a guide. They could find pictures in magazines that depict the various occupations related to music.	1. Discuss with students how music training they are receiving could be valuable to them in later life. 2. Discuss music as a form of recreation or pastime. 3. Use Songs depicting different work of nations for a parent program. 4. Bulletin Board (student or teacher constructed) 5. Performance - give an operetta 	Drawing of music related occupations Resource people - Music Teacher Bismarck Films service Music from folk songs to jazz 16 mm film Music Books Record Library Discovering Music Together VI Rev. Follett c 1970 (correlates art, music & poetry) Song: "Jazz Man" p. 206-7 Mastering Music VI ABC c 1970

SUGGESTED CORRELATION FOR THIS ACTIVITY:

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MUSIC



MUSIC

37-37a Occupations

PHY. ED.

38+

APPENDICES

(not included) Appendix A - Bismarck Filmstrip List

38 Appendix B - Resource People Guide

42 Appendix C - Field Trip Guide

46 Appendix D - Addresses of Supplies

51 Appendix E - Interviewing Guide

APPENDIX B

RESOURCE PEOPLE GUIDELINES

Preparation:

1. Make the initial contact.

2. Teacher should obtain background information on person so she can make the introduction.

3. Provide information to the speaker describing the type and number of students, the program, facilities and equipment you can provide, things to cover, etc. (letter for this purpose attached) Form xx

4. Cover the area concerning the resource person before he or she comes to the classroom.

5. Give students some general knowledge of this person's field.

6. Talk about questions that they wish to have answered. (general) Have these organized so that all questions can be asked without repetition.

7. Have the resource person ask students, "What do you think I do?", before he begins his actual presentation.

8. If question period lags the teacher should ask questions to bring out things that haven't been covered thus far.

Form xx

Dear _____

My students are studying _____
We would like to have some first hand knowledge about this area. We are very interested in the work that you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job
2. Duties
3. Training or preparation required.
4. Approximate starting salary - salary after ten years (average).
5. Have you been doing this same type of work all of your working life.
6. Demand for such a job.
7. Supply of workers for this occupation.
8. Physical characteristics needed.
9. Social characteristics needed.
10. Do you work alone or with others.
11. Do you need to get along and cooperate with other workers.
12. What school courses helped a great deal in preparing you for this work?
13. How do you feel after a days work? Why?
14. Why do you work?
15. Do you like this job?
16. What are the good and bad points about it?
17. How and where training can be obtained.
18. Leave plenty of time for questions.

Listed below is some information you may find useful.

Grade _____
Number of students _____
Description of facilities and equipment available _____

_____

Thank you very much for consenting to spend some time with our class.

Sincerely yours,

Teacher

FOLLOW-UP

1. Discuss things they learned from visit (what do they know now about this job that they did not know in the past).

2. Discuss:

   a. Is this person's work useful? How?

   b. Would you like this type of work?

   c. What characteristics do you have that would be valuable in this work?

   d. What must you improve on if you were to go into this line of work?

APPENDIX C

Grades 4 - 5 - 6

Ideas for Employers Regarding things to Cover During Occupational Field Trip

1. Title of occupations at your plant

2. Duties of the workers

3. Training or preparation needed

4. Salaries (optional) beginning and ten year average

5. Physical and social characteristics needed.

6. What school work was most helpful for your job

Guidelines:

I. Set up plans:

A. Plan type of trip
Are students interested in going?
Is trip justifiable? (Can classroom provide same learning?)
Reason for taking trip:
1. Develop awareness of different workers
2. Helping them observe working conditions
3. Awareness of interdependence of workers.

B. Preparation

1. Permission from principal
2. Plans for transportation
3. Permission slips
Develop form-sheet for the tour of business place
4. Contact business tour establishment

a. Permission to come and deffinite date and time
b. Information given them
1. Number of children
2. Age and grade level
3. What material covered by children previously
4. Questions they might ask
5. Workers children may question
6. Do you have materials you would like us to go over beforehand or hand out on tour?
7. Safety measures to be observed

C. Pupil Teacher Preparation

Watch for:
1. Working condition
2. Training of workers
3. Duties of workers
4. Clothes they wear - appropriate
5. Numbers of workers
6. Safety
7. Do they like this work?

Our preparation for trip:
1. Appropriate clothing
2. Safety - conduct on tour
3. Courtesy (going and at tour base)
4. Departure time

D. Follow-up

1. Did you enjoy the trip and would you recommend trip to others? Why? Why not?
2. Discuss observations (C)
3. Were all your questions answered?
4. Which of these workers would you like to be?
5. What did you learn on this trip that you didn't learn in classroom?

Grades 4 - 5 - 6

Ideas for Employers Regarding things to Cover During Occupational Field Trip

1. Title of occupations at your plant

2. Duties of the workers

3. Training or preparation needed

4. Salaries (optional) beginning and ten year average

5. Physical and social characteristics needed.

6. What school work was most helpful for your job

APPENDIX D

ADDRESS OF SUPPLIERS OF RESOURCE MATERIALS

Academy Films
748 West Seward Street
Hollywood, Calif. 90038

American Book Company
300 Pike Street
Cincinnati, Ohio 45202

Association-Sterling Films
512 Burlington Avenue
LaGrange, Ill. 60525

Benefic Press
10300 W. Roosevelt Rd.
Westchester, Ill. 60153

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Childrens Press
1224 W. Van Buren Street
Chicago, Ill. 60607

The Child's World, Inc.
515 N. Front St.
Box 711
Mankato, Minnesota 56001

Chilton Book Co.
401 Walnut St.
Philadelphia, Pa. 19106

Churchill Films
662 N. Robertson Blvd.
Los Angeles, Calif. 90069

David C. Cook Pub. Co.
Elgin, Illinois 60120

Communico
1735 Administration Dr.
St. Louis, Mo. 63141

Coronet Films
Coronet Building
65 E. South Water St.
Chicago, Ill. 60601

Coward-McCann, Inc.
200 Madison Ave.
New York, N. Y. 10016

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, Illinois 60640

Dillon Press
108 Washington Ave. N.
Minneapolis, Minn. 55401

Walt Disney Production
Educational Film Division
500 S. Buenavista Ave.
Burbank, Calif. 91503

Dodd, Mead & Company
79 Madison Ave.
New York, New York 10016

Doubleday & Company
501 Franklin Ave.
Garden City, N. Y. 11530

Edu-Craft
(see Denoyer Geppert)

Educators Progress Service, In
212-214 Center Street
Randolph, Wis. 53956

Educational Progress Corp.
8538 E. 41st Street
Tulsa, Okla. 74145

Encyclopedia Brittanica
Preview/Rental Library
1822 Pickwick Ave.
Glenview, Illinois 60025

Eye Gate House
146-01 Archer Street
Jamaica, New York 11435

Fearon Publishers, Inc.
2165 Park Blvd.
Palo Alto, Calif. 94306

Finney Company
3350 Gorham Avenue
Minneapolis, Minn. 55426

Florida Development Commission
Film Library
Collins Bldg.
Tallahasee, Florida

Follett Educational Corp.
Customer Service Center
Box 5705
Chicago, Illinois 60680

Ford Market, Inc.
63 St. Anthony Blvd. N. E.
Minneapolis, Minn. 55421

Guidance Associates
Pleasantville, N. Y. 10570

Harper & Row Publishers
Keystone Industrial Park
Scranton, Pennsylvania 18512

Harvey House, Inc.
5 S. Buckhout St.
New York, N. Y. 10533

Hawthorne Book, Inc.
70 Fifth Avenue
New York, N. Y. 10011

Highlights for Children
2300 W. Fifth Ave.
Columbus, Ohio 43216

Houghton Mifflin Co.
1900 S. Batavia Ave.
Geneva, Ill. 60134

Imperial Film Co.
4404 S. Florida Avenue
Lakeland, Florida 33803

Alfred A. Knopf, Inc.
501 Madison Ave.
New York, New York 10022

Laidlaw Brothers
Thatcher & Madison
River Forest, Ill. 60305

McGraw-Hill Book Co.
330 W. 42nd St.
New York, N. Y. 10036

Melmont Publishers
(Children's Press
handles Melmont)

Milton Bradley Aids
74 Park Street
Springfield Mass. 01102

National Dairy Council
111 North Canal Street
Chicago, Ill. 60606

National Gallery of Art
Extension Service
Washington, D. C.

G. P. Putn.
200 Madison Ave.
New York, N. Y. 10016

Radi Film
220 W. 42nd St.
New York, N. Y. 10036

Random House
201 East 50th Street
New York, New York 10022

Richard Rosen Press
29 E. 21st Street
New York, N. Y. 10010

Rider College
Public Information Unit
Trenton, New Jersey 08602

Scholastic Book Service
2931 E. McCarty St.
Jefferson City, Mo. 65101

Scholastic Magazine, Inc.
(Weekly Reader)
902 Sylvan Avenue
Englewood Cliffs, N. J. 07632

Science Research Assoc.
259 E. Erie Street
Chicago, Ill. 60611

Sextant Systems
3048 N. 34th Street
Milwaukee, Wisc. 53210

Shell Film Library
450 N. Meridian St.
Indianapolis, Ind. 46204

Silver Burdett Company
460 S. N.W. Highway
Park Ridge, Ill. 60068

Society for Visual Education
1345 Diversey Parkway
Chicago, Ill. 60614

Steck-Vaughn Co.
Box 2028
Austin, Texas 78767

Sterling Publishing Co., Inc.
419 Park Avenue S.
New York, N. Y. 10016

Taylor Publishing Co.
Box 597
Dallas, Texas 75221

Texaco Inc.
Mr. Smithwick
1570 Grant St.
Denver, Colo.

Tompkins Films
Box 46611
Los Angeles, Calif. 90046

Trend Enterprises
White Bear Lake, Minn.

U. S. Government Printing Off.
Superintendent of Documents
Washington, D. C. 20402

U. S. Dept. of Labor
240 New Federal Bldg.
653 Second Ave. N.
Fargo, N. Dak. 58102

VISTA
1111 18th St. N. W.
Washington, D. C. 20506

J. Weston Walch, Publisher
Box 1075
Portland, Maine 04104

Franklin Watts, Inc.
575 Lexington Ave.
New York, N. Y. 10022

Weekly Reader
(see Scholastic Magazine)

Westminster Press
Witherspoon Bldg.
Juniper & Walnut St.
Philadelphia, Pa. 19107

Weston Woods
Newtown Turnpike
Weston, Conn. 06880

Whitman, Albert
560 W. Lake St.
Chicago, Ill. 60606

John Wiley & Sons
605 Third Ave.
New York, N. Y. 10016

H. Wilson Corporation
555 West Taft Drive
South Holland, Ill. 60473

APPENDIX E

INTERVIEWING GUIDELINE

Intermediate Grades

PURPOSE

We see the purpose of an interview to be an accurate personal way to obtain information. A famous social scientist, Gordon Allport, once said, "If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do - why not ask them."

Interviewing can be used as an effective way for students to gain insight into a wide variety of jobs and workers.

METHOD AND TECHNIQUES

The following rules, which also apply to professional interviewers, generally should be followed by children.

1. The purpose of the interview, or some orientation to the interview, should be given at the start.

2. The interviewer should be friendly. He should seek to elicit and maintain the cooperation of the respondent.

3. The questions should be asked exactly as stated, and usually in the order given.

4. The responses should be reported as given. The interviewer should not show that he either agrees or disagrees with the answers. (It might be a good idea to have interview teams of two for each interview - one person to ask the questions and probe for the answers, the other to record what is being said.)

5. The interviewer should prompt or probe for some answers. This should be done especially when the answer is not clear, when it is very brief, or when the respondent is reluctant to answer. This is especially important.

PREPARATION FOR INTERVIEWING

1. Students should be aware of the purpose of the interview and also what the information will be used for.

2. Students should know who they will interview and contact that person for permission before the actual interview.

3. Role-playing should be used in the classroom as practice sessions.

4. Survey possibilities for interview in your community through the yellow pages.

5. Teachers should be aware and make students aware that misinformation may result from an interview. The worker may misunderstand the question, or he may not have enough detailed information that the student is seeking.

QUESTIONAIRE

Person Interviewed _____

Person Interviewing _____

Date _____

I. Name of Occupation

General _____

Specific Name _____

II. Information About A Job

1. What are the different types of workers found in your plant?

2. What kind of work do the majority of employees do?

3. Is the work outdoors or indoors?

4. What are your job duties?

5. What are the educational and experience requirements for your job?

6. What are the physical requirements?

7. What is possible weekly or monthly earnings? (Don't force this if they don't want to tell you.)

8. What are the future opportunities?

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of job role student will be able to perform five duties of particular worker.

SUGGESTED SUBJECT AREA physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Continuing Career Exploration Activities. These activities are to be carried on in the yearly program. a- student officials, umpires or referees. b- Equipment managers c- professional athlete	A. The teacher could choose these officials by student volunteering. Trying to give all students a chance to participate, given the students a chance to understand the duties and stresses of an official. B. A yearly schedule with two students working for a two week period. Their job would consist of putting up and taking down equipment. The students will need extra time beside the physical education class period to do their listed duties. C. For each specific unit a boy and girl will be awarded a professional athlete award by the teacher or a student vote. No student will win the award more than twice.	A. Official Pinnies whistles B. Blackboard or bulletin board. C. Paper written award or a ribbon award

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive attitude toward work and the preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: During the activity each student will have an opportunity to share information about an occupation with other students.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Jump rope of occupation A jumpdown with the missing jump coorelating with the last occupation listed.	A. A simply jump down with the teacher or chosen student reading the list of occupations. When a child misses a jump the last occupation heard is the child's occupation for that moment. B. Since there was two lists of occupations only half the class was active at a time. Although there is a boys and girls list, the groups were not divided sexually C. After one jump down was completed the children could discuss their occupation while the second group was jumping. D. Different types of jumpdowns can be used to vary the activity. E. The last child to miss should be given the opportunity to tell about the occupation they missed on and if they would like that type of work or not.	Occupational Dictionary jump ropes.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

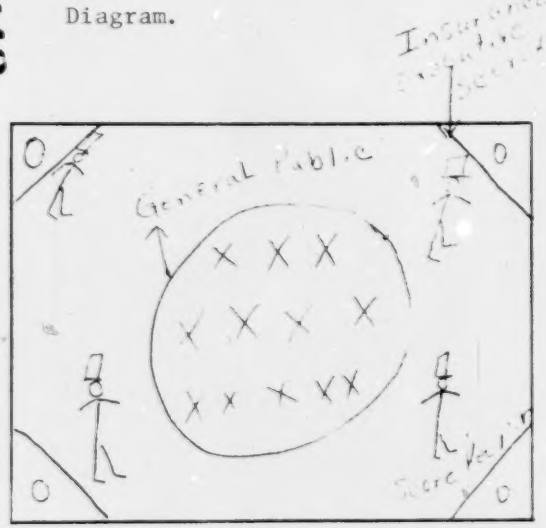
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive attitude toward work and the preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of the activity student will be able to list three workers that are involved in the insurance business.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Insurance Companies A game of dodgeball involving insurance terms. Diagram.  	A. Discussion of what an insurance policy is. B. Four salesmen and four insurance executives are chosen each to represent a company. If there are less than thirty children involved use two companies. The rest of the class is the general public. C. A game of dodge ball is played with the salesman trying to hit a public. Each public has a card with a policy amount on it which only that individual public knows. It maybe very big or small. When the individual is thrown out he gives his policy to the executive. D. When the player is hit he becomes the salesman and the past salesman becomes a retriever for his company E. After the last person is out all the scores for each company are totaled. The company with the highest total of the amount of policies is the winner which might be the company with fewer policy holders. The principle of commission should be brought up at this time. (continued)	A. An example of insurance policy B. 2 or 4 10" playground balls C. Insurance policy amounts on cards. D. Scorekeeper scoresheets

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	F. This game could easily be adapted to an outdoor field by making it a tag game instead of a throwing game.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop and foster a positive attitude.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to list four occupations in the railroad industry.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Socio-drama to "I've Ben Working on the Railroad" The children are given a chance to act out creative dance, or rhythm to the song"I've been Working on the Railroad."	A. An introduction to this activity should be a short discussion of the different jobs available in the industry of railroads and the vastness and importance of the industry. B. The class is divided into groups of five or six and given the assignment to act out the first verse of the tune using movement and sounds but no direct verbalizing. C. The teacher should introduce some probable movements and then let the children create giving a certain time limit. D. The performances will be watched by the part of class not performing. E. This creative activity could be used with other songs stressing the work factor.	Other songs: "Farmer in the Dell" "Wabash Cannonball" "Row-Row Your Boat" "15 mules on the Erie Canal" "16 tons and What do You Get"

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To impress upon the student that a healthy body is essential to a productive worker.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to demonstrate the proper way to perform each of the six functions listed below.

SUGGESTED SUBJECT AREA Physical Educ.

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Warm up of basic skills in work use as part of exercise class or warmup. 1. Basic standing 2. Basic walking 3. Sitting properly 4. Bending properly 5. Lifting efficiently 6. Reaching properly	Discuss proper methods of 1-6 and why the body functions better using the proper methods. Body grows to the posture you normally take.	Movement Fundamentals Janet A. Wessel Prentice-Hall Englewood Cliffs, N.Y. Place pictures of correct and incorrect posture on bulletin board.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive attitude toward work and the preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will be able to list advantage and disadvantage of working for a salary and same for receiving a welfare check.

SUGGESTED SUBJECT AREA Physical Educ.

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Welfare Alley This is an adaption of the game of prisoners base. The terms have been changed, but the game is played exactly the same. 	During calisthenics discuss working for a salary and receiving welfare payments advantages and disadvantages of each. A. Should use out of doors playing field because of the running in the game. B. The basic rule of the game is that any player may be only by an opponent who has left his goal area after the player who is tagged. Each player trip to tag an opponent to make him a welfare receiver. C. If caught the player must go to welfare alley and stay until he is rescued by another team mate. If ther is more than one welfare recipient they form a chain from welfare alley. D. To win the game, a team must have one of its players enter the opponent's goal area without being tagged, or, one team must have a certain amount of opponents on welfare.	Field workers for side lines, goals and welfare alley.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of the activity each student will be able to relate at least one occupation that has been acted out entails.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Work charades A game of acting out occupation to a specific time limit.	A. Divide the class into 5 equal groups. B. Have each child choose a job card and keep that job a secret. C. At the sound of a whistle a specified child in each group has thirty seconds to act out the occupation. D. If the group guesses the occupation in the time limit a point is given. E. The group with the greatest amount of points is the winner. F. The occupation should be easily acted out physically but difficult enough to make the game challenging. G. This activity could be used in conjunction with jump rope of occupations. A jump down instead of job cards would be a way of assigning occupations to be acted out in the charade.	Job cards Stop watch Score sheets

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop skills basic to living a full and meaningful life.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will demonstrate the relation of hand-eye coordination in relay form as it would apply to the world of work.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Relay of hand manipulation	A. *Discuss what hand-eye coordination is and that some people have high hand-eye coordination making them ready for certain jobs. Tying square knots Threading needle arrange bowling pins balance two dowels B. Divide class into equal squads and place them at one end of a gym. C. Try each activity before each relay. 1. Demonstrate tying knot 2. Thread a needle 3. Arranging pins in bowling formation or any formation desired - have marks on floor where pins must be placed. 4. balance one dowel on top on another which is flat on the floor D. Have student run to end of gym - complete stunt - run back and sit at end of squad. E. Teacher should okay each students activity before he returns to squad.	Jumping ropes (one for each squad) Large darning needle and thread (one for each squad.) Plastic bowling pins, wooden Indian clubs or any group of objects that must be set on end in a desired formation. Wooden dowels (two for each squad)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	Any number of activities of hand-eye coordination could be developed by creative thinking of instructor. * Relays involving skills which take high hand eye coordinations.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop and foster a positive attitude toward the value of fine arts.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will show that he understands the value of fine arts to the world of work by listing one way that dancing helps the individual.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Rhythms: 1. Farmer in the Wheat 2. Farmer Grey 3. Shoemaker's Dance 4. Grapevine Mixer 5. Speed the Plow 6. Dive for the Oyster 7. Cotton Pickin Polka 8. Haymaker Jig	Tell how each specific dance relates to the world of work.	1. Victor 2168 or 45-5066 Folkraft 1182 2. Epic LN 3607 3. Victor 45-6171 or 20450 4. Osborne 5. Folkraft F1087B 6. Folkraft 1018 "Old Joe Clark" 7. Victor 45-8951 8. Folk Dancer MN10504 Dance A While, Harris, Pittman Walker 1968 Burgess Pub. Co. Minn. MN

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student involved will be able to state the purpose of the YMCA and its value throughout the country.

SUGGESTED SUBJECT AREA Physical Educatio

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Intramural YMCA field trip with a swimming party after a tour of the facility.	Arrange field trip through school and YMCA administration. Arrange transportation. Have tour of facilities as basis of field trip with tour leader knowledgeable in relating the occupations of Y workers, both paid and volunteer, to the students. Also the leader should make aware how the Y is one of the best avenues to adult leisure time activities. After tour a swimming party could be the treat given to the children.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

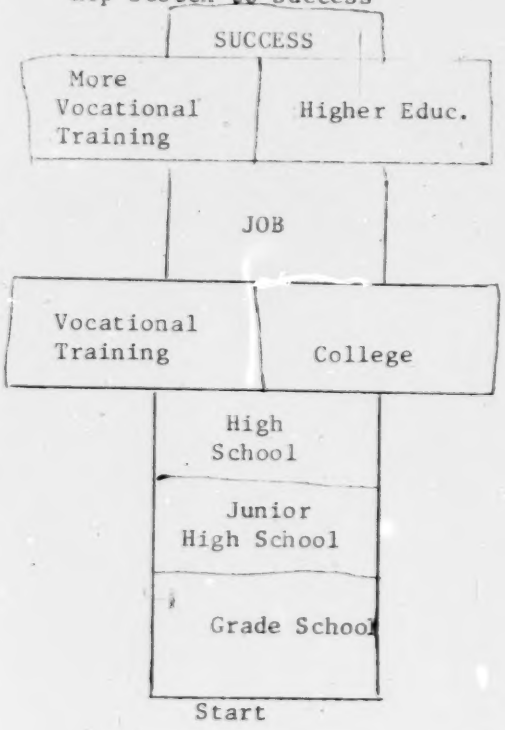
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To give students an opportunity to express goals and aspirations.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of activity student will be able to state what he thinks his goal in life will be at this time.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Hop scotch to success  	a. An explanation of the hopscoth should be given explaining the ladder of education on the chalkboard at the beginning of class. b. The child chooses either of the double blocks to simulate one type of training with equal opportunity to accomplish either. c. Teams are arranged with three people on each hopscotch. d. Each student chooses a rock. e. The general rules of hopscotch were followed the child threw a rock to the 1st blook hops over it and continues on with 1 foot on each block until a line is stepped on or a throw to a block is missed. When this occurs the rock stays on the block where it was when the error was committed, the player goes to the end of the line and the next player takes his turn not being able to step on a block with a rock on it. The child to 1st pass success is the winner.	Dynamic Physical Education for Elementary School Children, Victor P. Dauer Burgess Publishing Co. Minneapolis, MN page 505

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Develop skills basic to living a full and meaningful life.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of the activity each student will realize which pscho-motor skill he is the most adapt at and tell one worker to whom this skill is very important.

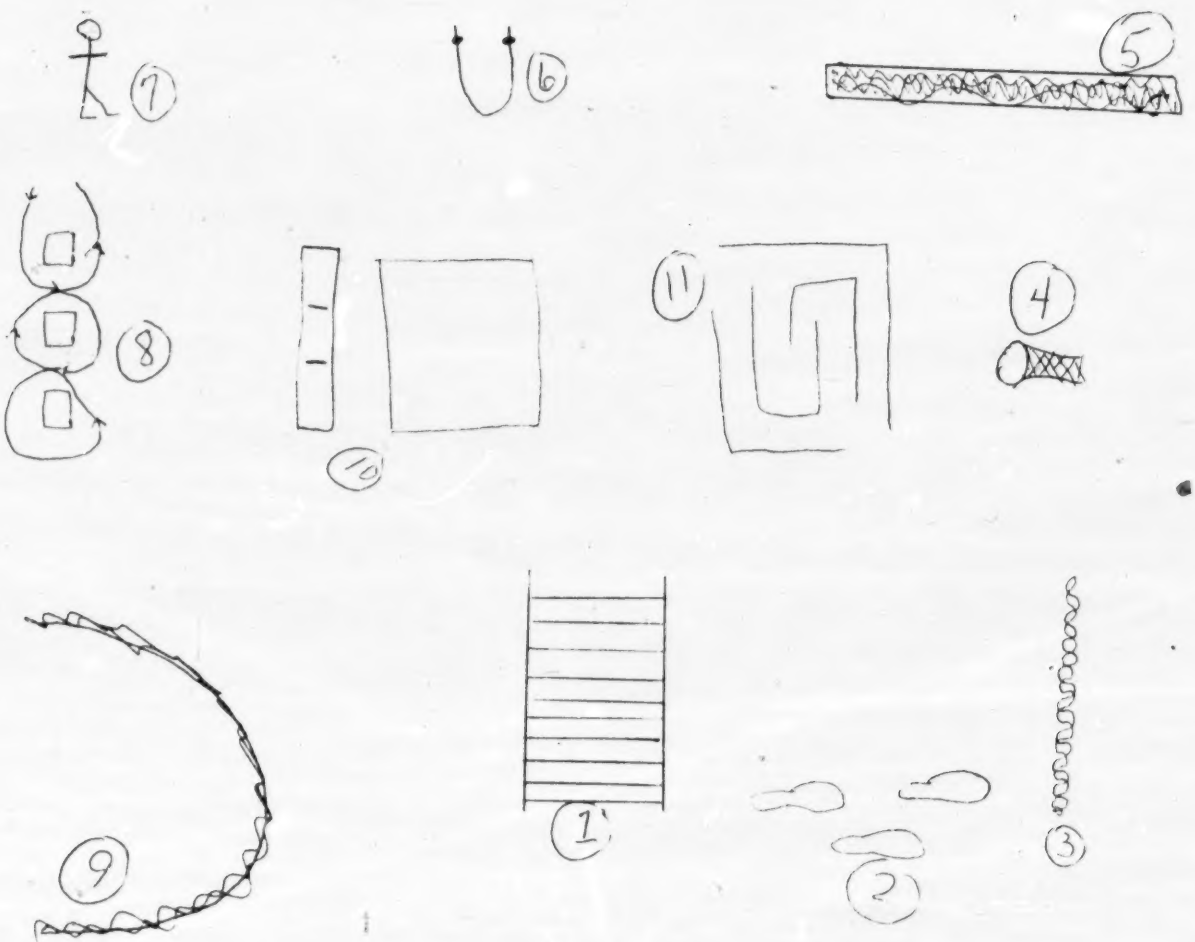
SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4-6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Obstacle course An obstacle course where different skills are assigned to different occupations. A record is kept by students to show which jobs he accomplished on the course.	A. Each obstacle is labeled for a certain job relating physical activity with a skill the job would demand. B. The children are numerically assigned to start at different stations. C. A cue given by teacher would mean change to the next higher numbered station. D. Score or evaluation will be determined by the child having a diagram of the course and checking off the obstacles completed. E. The basic obstacle course should be altered to the availability of equipment. F. The president's physical fitness obstacle course could also be used as a activity by stessing?	Horizontal ladder two climbing ropes basketall hoop and basketball Balance Beam Jump ropes three chairs vaulting horse 6 folding mats. Diagram of obstacle course on attached sheet.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

OBSTACLE COURSE



1.	Horizontal Ladder (up and down twice)	Painter
2.	Gym Walk Around (3 times)	Mailman
3.	Climb the Rope to the tope of the gym	Telephone Repairman
4.	Make a Basket (once)	Basketball coach
5.	Walk a Balance Beam with hands behind back	Carpenter
6.	50 double rope jumps with no miss	Professional Boxer
7.	15 - sixcount burpees	Housewife
8.	3 chair agihity? drill	Dancer
9.	Tarzan Rope Swing	Mov[illegible] stunt man
10.	Jump & Roll from vaulting horse	Parachutte Jumper
11.	Mat Maze	Adaptability of any occupation

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop skills basic to living a full and meaningful life.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will demonstrate the relation of hand-eye coordination in relay form as it would apply to the world of work.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Relay of hand manipulation, a. discuss what hand-eye coordination is and that some people have high hand-eye coordination making them ready for certain jobs. b. tying square knot c. threading needle d. arrange bowling pins e. balance two dowels Any number of activities of hand-eye coordination could be developed by creative thinking of instructor.	A. Divide class into equal squads and place them at one end of gym. B. Try each activity before each relay. 1. demonstrate tying square knot 2. threading a needle 3. arranging pins in bowling formation or any formation desired - have marks on floor where pins must be placed. 4. balance one dowel on top on another which is flat on the floor C. Have student run to end of gym - complete stunt - run back and sit at end of squad. D. Teacher should okay each students activity before he returns to squad.	Jumping ropes (one for each squad) Large darning needle and thread (one for each squad) Plastic bowling pins, wooden Indian clubs or any group of objects that must be set on end in a desired formation. Wooden dowels (two for each squad).

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop and foster a positive attitude toward the value of fine arts.

SPECIFIC BEHAVIORAL OBJECTIVE: Dance is a vigorous activity which used as a leisure activity will mentally and socially prepare a worker for work. Folk dance often tells of the work of countries and gives ideas of their life style.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
RHYTHMS: 1. Farmer in the Wheat 2. Farmer Grey 3. Shoemaker's Dance 4. Grapevine Mixer 5. Speed the Plow 6. Dive for the Oyster 7. Cotton Pickin Polka 8. Haymaker Jig 9. Tinickling	Tell how each specific dance relates to the world of work	1. Victor 2168 or 45-5066 2. Folkraft 1182 3. Victor 45-6171 or 20450 4. Osborne 5. Folkraft F1087B 6. Folkraft 1018 "Old Joe Clark" 7. Victor 45-8951 8. Folk Dancer MH1504 9. Let's Dance, Pittman

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To impress upon the student that a healthy body is essential to a productive worker.

SPECIFIC BEHAVIORAL OBJECTIVE: The body should be used in the best position for work efficiency.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Warmup or exercise part of class period. 1. basic standing 2. basic walking 3. sitting properly 4. bending properly 5. lifting efficiently 6. reaching properly	Explain the proper methods and why the body functions better using the proper methods. Discuss: Body grows to the posture you normally take.	Human Movement (book) Place pictures of correct and incorrect posture on bulletin board.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

SPECIFIC BEHAVIORAL OBJECTIVE: Exploring work movement by using child's knowledge and creativity of family or friend's work to a conscious level through suggestion.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Exploration of work by exploring father's, mother's, or an acquaintance's occupation. Answers to instructors questions are physically acted out by student.	Instructor has child go to their own special area in gym. Instructor asks children to choose the work of father, mother or someone they know. Instructor then asks the children to physically act out the answers to the question he will ask in any way they wish with each student staying in his own area. Question Suggestions: 1. What type of big physical movement does the occupation involve? 2. Can you think of a movement he makes without moving his feet? 3. By what means of transportation does the worker get to work? 4. If the worker runs a machine, show how. 5. Can you show five (5) things the worker does at work in one day? 6. What is your emotion to the job; boring, exciting, pleasureful, rewarding, etc.?	Exploration of Movement, Hackett N. Dak. Elementary Course of Study Creative thinking by the instructor

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	7. What leisure time activity (after work) would you most like to participate in after working on this job all day?	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop varied and wide interests that will open up expanded basis for vocational choice.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will demonstrate understanding of competition in securing a job by running for block of wood which is symbol of occupation sought by five others.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Parachute Play Occupations of Physical Education The resource poster book should be used with pictures and explanation of the different physical education opportunities. The parachute is used to make a mushroom and each group competes for the job by capturing the block of wood.	a. discuss jobs in big group. b. number off students into six different groups. c. each group chooses an occupation and gives it to teacher. d. all students go around opened chute in mixed numbers. e. a mushroom is formed. f. at signal an occupation is called. g. the children of a group run for block. h. winners become that occupation and are asked to bring a picture or drawing of the job to be placed on bulletin board with name of student.	Elementary Physical Education Course of Study, page 200 Careers in Physical Education (posters) J. Weston Walch, Portland, Maine 04104 Parachute Object to grab such as block of wood with "Hired" written on it.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student should be made aware through a field trip of the occupation of operating a bowling alley.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Teaching the skill of bowling. Relate this activity to the world of work by taking a field trip to a bowling alley.	A. Running a three to four week unit in bowling cover bowling technique and scoring. B. Arrange a time and date for field trip with school and bowling alley manager. C. The trip would involve a line of bowling and a presentation by alley manager and a behind the scene look of the bowling machines. D. Activity could be a carryover to discussion of operation of other recreational facilities eg. golf course, curling club, swimming pool, ski resort, archery range.	Commercial gymnasium bowling equipment Homemade equipment such as milk cartons and softballs. Score sheets Transportation to bowling alley Follow-up material for carryover discussion on managing other recreational facilities

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a wide and varied interest that will open up an expanded basis for vocation choice and to develop and foster a positive attitude toward the value of fine arts.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student should relate the basic rythmic activities with the many occupations involved in dance. The need for group cooperation would also be an objective accomplished if the activity was to be successful.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Professional Dancers in Action (video taped) A modern gymnastic unit in which a routine of balls, hoops, wands or combination is learned by girls and done to music. The performance is video taped	1. Discuss dance being a complete field in itself and all the available occupations leading off from it. 2. Involve class in modern gymnastics using available equipment. 3. Learn basic movements and stunts and then formulate a routine to music. 4. After performance is somewhat polished and memorized, video tape it and then show it to students. 5. A student through very basic instruction could focus on and photograph the group with the constant aid of instructor to insert the occupation of photography.	Gymnastics for Women, Blanche Drury, National Press, Palto Alto, Calif. 1964 Pg. 200 Loops, wands, balls Record player Rythmic records (can be pop tunes) Video tape equipment

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information using a broad introduction of occupations throughout the world.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student involved would understand what the YMCA is and what it offers not only in Bismarck but all over the country.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Intramural YMCA field trip with a swimming party after a tour of the facility.	Arrange field trip through school and YMCA administration. Arrange transportation Have tour of facilities a basis of field trip with tour leader knowledgeable in relating the occupations of Y workers, both paid and volunteer, to the students. Also the leader should make aware how the Y is one of the best avenues to adult leisure time activities. After tour a swimming party could be the treat given to the children.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful.

SPECIFIC BEHAVIORAL OBJECTIVE: To involve the selected students more in the actual working of the class.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Continuing career exploration activities to be carried on as a yearly activity.		
Umpires or referees	Teacher could choose or class members could choose.	
Equipment managers	This could be arranged as a yearly schedule and the pupil could be excused early from classroom to help with duties and sent back a little late to classroom.	
Professional athlete (boy and girl for each unit)	This could be chosen by students but could be a professional athlete no more than once. A yearly schedule and a list on blackboard or bulletin board. A written award of achievement could be awarded.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop varied and wide interests toward physical education opportunities.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will demonstrate understanding of competition in securing a job by running for eraser which is symbol of occupation sought by five others.

SUGGESTED SUBJECT AREA Physical Education

SUGGESTED GRADE LEVEL 4 - 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1 Parachuting Game		Elementary Physical Education Course of Study Page 200
a. Discuss occupations	a. Steal the back	
b. Group chooses six occupations.	b.	Careers in Physical Education posters address:
c. Number off group around parachute	c.	Parachute
d. Make mushroom	d.	Object to grab
e. Place block of wood	e. Block of wood with words "You're Hired" on it.	Block of wood

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Teacher _____

Grade Level _____

EVALUATION AND FEEDBACK ON ACTIVITIES FOR YEAR 1972-73

Activity Page	Positive Comments	Negative Comments	Suggested Changes, Additions or Deletions

Teacher _____

Grade Level _____

EVALUATION AND FEEDBACK ON ACTIVITIES FOR YEAR 1972-73

Activity Page	Positive Comments	Negative Comments	Suggested Changes, Additions or Deletions